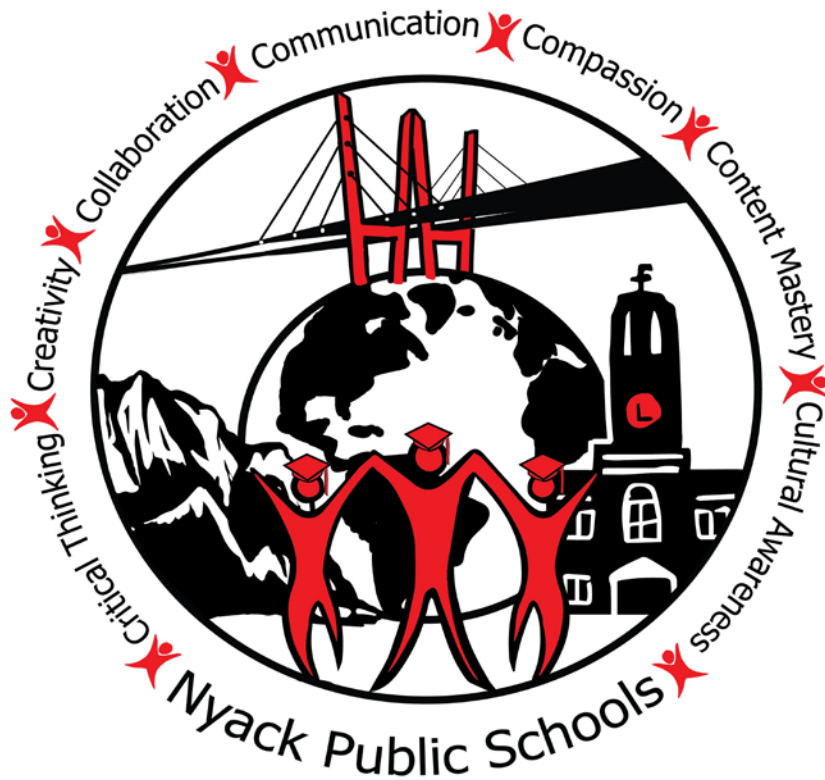


# NYACK HIGH SCHOOL

## PROGRAM OF STUDIES



## COURSE SELECTION GUIDE 2017-2018

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# NYACK PUBLIC SCHOOLS

*We, the students, parents, community and staff  
of the Nyack School District **Value:***

- \*the pursuit of scholastic excellence
- \*the richness of our diverse community
- \*harmonious relationships among individuals and groups
- \*partnerships among students, staff, parents, and community
- \*respect for self and others
- \*responsible ethical behavior that engenders trust
- \*individuals who think critically and creatively
- \*ongoing involvement in local and global issues
- \*development of essential skills and attitudes for a productive life
- \*meeting the needs of all students
- \*a safe and nurturing environment

*To embody these values, we **ENVISION:***

*a community, proud of its traditions, that uses the richness of its diversity to meet the needs of all students and prepare them for a rapidly changing world. In a spirit of collaboration, we provide an environment that fosters scholastic excellence, cultural appreciation and ethical behavior. Nyack is a community of lifelong learners, encouraging new ideas to shape a positive future.*

## GUIDED BY OUR VALUES AND VISION WE WILL STRIVE TO:

- N**urture a love of learning
- Y**ield positive outcomes
- A**ppreciate diversity
- C**are for each other
- K**eepon the path to excellence

## DISTRICT GOALS

1. **Student Achievement:** Challenge each student to reach his/her highest potential as a whole person (i.e. intellectually socially, ethically, artistically and physically).
2. **Fiscal Responsibility:** Continue to improve the District's operating and financial efficiency in a way that is supportive of student achievement and stakeholder communications.
3. **Stakeholder Communication:** Continue to improve how the District and its stakeholders work together to achieve District goals (e.g. parents, community, staff, students).

# NYACK HIGH SCHOOL

***Nyack High School is a community, proud of its traditions and rich diversity.***

We strive to meet the needs of all students and to prepare them for a rapidly changing world. In a spirit of collaboration, we seek to provide an environment that fosters scholastic excellence, cultural appreciation, ethical behavior and democratic values. We value individuality and the effort to realize full potential. We encourage harmonious partnerships among students, staff, parents/guardians and wider community. Nyack High School aspires to create an environment that cultivates love of learning and exposure to new ideas. This philosophy, coupled with our proud traditions, will shape a positive future.

Our goals are:

*\*to develop an ability to think analytically, critically and creatively;*

*\*to develop and value those skills and talents that lead to an appreciation for aesthetics;*

*\*to develop a nurturing environment where achievement and continued effort are acknowledged and valued;*

*\*to provide a multi-cultural study of the past as a way of understanding the past and preparing for the future;*

*\*to develop student communication skills to meet the demands of our global society;*

*\*to develop the use of current technology in all areas of the curriculum;*

*\*to develop a respect for self and others in an effort to foster responsible ethical behavior that engenders trust;*

*\*to create a school community that provides a comfortable atmosphere to encourage a sense of pride and unity;*

*\*to utilize the richness of our diverse community as a source for our common values;*

*\*to develop responsibility through working independently and cooperatively;*

*\*to develop an understanding of the interconnected, interdisciplinary nature of learning and knowledge;*

*\*to promote good citizenship through ongoing involvement in local and global issues;*

*\*to foster the development of essential skills and attitudes for a productive life in a competitive world;*

*\*to develop lifelong habits that promote mental, emotional and physical well-being including productive use of leisure time.*



*Building Bridges for today's students to cross into tomorrow's world with equity, innovation and optimism*

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**Nyack High School** • 360 Christian Herald Road • Upper Nyack, NY 10960  
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**Nicole Saieva**  
Principal

**Lucia Pichardo & George Teasdale**  
Assistant Principals

**Dominick DeMatteo & Victor Olmedo**  
Deans of Students

Dear Students,

It is our pleasure to present you with the 2017-2018 Nyack High School Program of Studies. Please be advised that this document contains important information regarding your educational experience at Nyack High School. You will read about planning the program which is best for you, the process to request the courses you require and you elect to take, important policies and ranking procedures, the various honor societies, and graduation and diploma requirements.

As you know, your parents, school counselors, teachers, assistant principals and I are available to assist you with making decisions which are best for you academically. When making your selections, be mindful of your aspirations and future goals.

Respectfully,

*Nicole Saieva*

Nicole Saieva  
Principal

NON-DISCRIMINATION POLICY states that the Nyack School District must offer employment and educational opportunities, including vocational education opportunities, without regard to sex, race, color, national origin or handicap. Inquiries regarding this policy should be directed to Dr. Montesano, Ed.D, Superintendent of Schools.

***Si ou bezwen enfòmasyon tradui an kreyòl, rele Jocelyne Abraham al 353-7044.  
Si le hace falta información traducida en español, llame a Yesenia Polanco al 353-7247***

## HOW TO USE THE PROGRAM OF STUDIES

This program of studies is provided to inform students, parents and guardian, about available courses and sequences, programs and graduation requirements. This catalog is intended to answer questions that may arise regarding your child's course of study. As you read through it, you are encouraged to reach out to administration, counselors and/or teachers with questions or concerns regarding academic, career and personal/social goals.

### PLANNING YOUR PROGRAM OF STUDIES

As your program develops, it should result in an enjoyable, successful and profitable high school career. Your success in high school provides opportunities and readiness for employment or higher education. The following guidelines might be helpful in planning your high school program.

- Establish personal goals and objectives.
- Evaluate your personal interests, aptitudes, and needs.
- Learn career and college entrance requirements as soon as possible.
- Consult with your parents, teachers, and counselor to benefit from their information and experience.
- Select challenging courses. The rigor of your program is an important factor for your academic growth and for college admissions.

### ROLE OF THE SCHOOL COUNSELOR

The school counselors in the Nyack School District focus on the academic, career, social, and emotional needs of students through a variety of strategies. Through individual, small group and classroom presentations; counselors work cooperatively with teachers and parents assisting students with the many transitions and challenges of adolescence.

### RESOURCES FOR COURSE SELECTION

**PARENTS/GUARDIANS:** It is essential that parents/guardians review course selections. Students and families should contact the school counselor for clarification and discussion of course selections and recommendations.

**TEACHERS:** Teachers may suggest courses based on their review and assessment of student ability and performance. (Honors Placement Policy, pg 9)

**SCHOOL COUNSELORS:** The counselors meet with students to review course selections. Counselors encourage students to take the most rigorous program in which they can be successful.

**DEPARTMENT CHAIRS:** Students may also seek the advice of department chairs in determining course selections. This can be particularly useful in subject areas where students are not currently enrolled.

### STUDENTS' SCHEDULES

Student schedules will be available via Parent Portal or can be mailed home upon request prior to the start of the academic year. The student should contact his/her school counselor if there are any errors or omissions in the schedule. Parents/guardians may contact the school counselor if they have any questions about their child's placement. The counselor also verifies the schedule and reviews the course selections prior to the first day of school. Requests for specific teachers are not a part of the course selection process. Upon request, students who have failed courses may be assigned a different teacher whenever possible.

### ACADEMIC PROGRAM

Each student must take at least 5½ credits including physical education each year. In order to receive the best preparation for further studies, students are encouraged to take a full program that includes the core five academic subjects: English, Mathematics, Social Studies, Science, and a Language Other Than English. According to interests and abilities, students may pursue extra course work in the visual and performing arts, computer studies and technology, and family and consumer sciences. Career and technical education program electives may be pursued in the 11<sup>th</sup> and 12<sup>th</sup> grades through Rockland BOCES. Exceptions to the full academic program are made according to student's individual needs and abilities.

## REGISTERING FOR CLASSES

Selecting the most appropriate courses is extremely important. Students are encouraged to consult with their counselor; teachers and parents to select the most appropriate and interesting course of study. The student, with advice from his/her counselor and the consultation with his/her parents/guardians, begin to select courses during second semester of the previous year. The master schedule is developed around student's requests. It is important that students and parents select courses based on student's individual academic and career goals. All course offerings are pending adequate enrollments. New programs and courses will be offered pending Board of Education approval. Therefore not all courses in the guide will run each year. It is important to let your counselor know your academic plans, so that they can guide you towards academic success.

Each year, prior to July 1, for any anticipated scheduling conflicts, the student will be notified and an additional consultation with the counselor will take place to resolve any difficulty in scheduling. If, as a result of June report card grades, a program change is necessary, the student will work with his/her counselor to enroll in summer school or modify his/her program. If as a result of summer school attendance, a change of program is necessary, the student should meet with his/her counselor on the days that are available prior to the opening of school.

## PROGRAM CHANGE

Counselors recognize that adjustments to a student's schedule may be necessary based on final grades in June. Parents/guardians, school counselors and teachers consult together as appropriate when students request to drop or change the level of their course after the semester has begun. Students' program schedule changes are a prime source of concern to everyone, especially to students who must adjust to new classes and materials. No additions will be permitted after the first 15 days of classes in a semester. The student is responsible for making up missed work when enrolling in a class after it started. REQUEST for specific teachers cannot be granted.

Students' schedule changes will be permitted for the following reasons:

- Course conflicts
- Results of summer school courses
- Change in level of academic rigor only with the knowledge and approval of Parent/Guardian
- Change of curriculum (e.g. adding new electives if schedule permits)

Students enrolled in year-long courses have one week following the publication of mid-term grades to apply for a change in course level. Changes are dependent upon course enrollment and the student's schedule. The parent/guardian, teacher, department chairperson for the subject area, school counselor and Director of Guidance must grant prior approval for any level changes by signing the appropriate form (Program Change Request Form). No course level changes will be accepted after this deadline has passed.

If a student drops a course after the first marking period of a semester course or after the (mid term) first semester of a full year course, a D/F (drop/failure) will be recorded on his/her transcript. A score of 40 will be used for the purposes of class rank and average.

## ACADEMIC INTERVENTION SERVICES

It is the obligation of the Nyack School District to provide Academic Intervention Services for students needing academic support. These placements are made on the basis of established criteria in each subject area, taking into account the student's grades and test scores.

## PROMOTION POLICY

The New York State Department of Education requires a minimum of 22 credits to fulfill graduation requirements.

**Grade 9:** The student must have completed the requirements for promotion from the Middle School.

**Grade 10:** The student must have completed five and a half (5 1/2) units of credit.

**Grade 11:** The student must have completed eleven (11) units of credit

**Grade 12:** The student must have a minimum of sixteen and a half (16 1/2) units of credit

Student promotion status will be evaluated at the end of each semester.



## **ACCELERATED GRADUATION**

If students are considering graduating a year or semester early, they should meet with the school counselor during the first semester of 10<sup>th</sup> grade. The student's academic program and performance will be reviewed at the time, as well as educational and career goals and priorities.

## **COURSE LEVELS**

Classes are designated at various levels of academic rigor. The designations, as described in this book, are recorded on the report card and transcript as:

AP = Advanced Placement

H = Honors Level

R = Regents Level

RCC=Rockland Community College

## **HONORS PLACEMENT POLICY**

The students, parents, community and staff of the Nyack School District value the richness of our diverse community and the pursuit of scholastic excellence. The first of the Board of Education's goals for the district is to challenge all students to reach their highest potential. The district's Honors Placement Policy is designed to make this goal a practical reality for all students.

Working collaboratively with the schools, parents make informed decisions on the best academic placements for their children at the secondary level 6-12. The schools provide parents with information on course offerings, which specifies any prerequisites, identifies the difficulty level, describes the content of the course, and explains the expectations for students in each class. While this process is a collaborative one, it is district policy to honor the parents' final decision.

The district encourages students in middle school to challenge themselves by taking higher-level classes. As the academic demands of Honors and Advanced Placement courses at the high school level become increasingly rigorous, a certain amount of attrition is to be expected, but students who are passing Honors or AP classes with an average of 70 or above are not to be counseled out of these academically challenging classes. It is the school's responsibility to monitor academic progress and to provide students with the support they need to be successful.

## **ADVANCED PLACEMENT CLASSES**

The district encourages students to challenge themselves by taking higher level classes. The Advanced Placement program created by College Board offers high school students the opportunity to engage in college level curriculum and earn college credit while enrolled in high school. Nyack High School offers Advanced Placement courses in English, Language, Math, Science, Social Studies, and Visual Arts. The expectation is that all students enrolled in any of these courses will take the Advanced Placement Examination in order to receive AP weighting. Earning college credit is dependent upon performance on the Advanced Placement Examination. Students will need to send their Advanced Placement Scores directly to the colleges that they are applying to.

## **CLASS RANK**

All subjects taken for credit are averaged to determine class rank. In order to be included in the official class ranking after junior year, a student must have attended Nyack High School for a minimum of 5 semesters and only grades earned at Nyack High School are used in the calculation. Class rank is then re-calculated at the end of the 7<sup>th</sup> semester for purposes of determining the valedictorian and salutatorian. Currently, Regents courses receive a weighting of 3 points, Honors courses 5 points, RCC courses 5 points and Advanced Placement courses 7 points for the purposes of calculating the cumulative grade point average.

## DIPLOMA/GRADUATION REQUIREMENTS

The Regents Diploma and the Advanced Regents Diploma will be available. Minimum requirements for either diploma are outlined below.

	<b>Regents Diploma Minimum Credits Required</b>	<b>Advanced Regents Minimum Credits Required</b>	<b>Nyack High School Recommended Credits</b>
<b>English</b>	4	4	4
<b>Social Studies</b>	4	4	4
<b>Mathematics</b>	3	3	4
<b>Science</b>	3	3	4
<b>Second Language</b>	1	3	4
<b>Health</b>	1/2	1/2	1/2
<b>Art and/or Music</b>	1	1	1 +
<b>Physical Education</b>	2	2	2
<b>Electives*</b>	4	1 1/2	2+
<b>TOTAL:</b>	<b>22 credits</b>	<b>22 credits</b>	<b>25 1/2 credits</b>

\* Students are encouraged to pursue elective credits by taking additional credits in mathematics, science, second language, art and music, and other areas (business studies, family and consumer sciences, computer studies, and career and technical education).

### NYACK HONORS DIPLOMAS

The diplomas of students graduating with a weighted average of 90 or above are designated with "high honors". Diplomas of students earning a weighted average between 85 and 89.99 are designated with "honors".

### NEW YORK STATE CAREER DEVELOPMENT & OCCUPATIONAL STUDIES COMMENCEMENT CREDENTIAL

The NYS CDOS Commencement Credential is a credential recognized by the NYS Board of Regents as a certificate that the student has the knowledge and skills necessary for entry level employment.

### SKILLS & ACHIEVEMENT COMMENCEMENT CREDENTIAL for Students with Severe Disabilities

The Skills and Achievement Commencement Credential will provide this group of students who are exiting school after attending at least 12 years, excluding kindergarten, with a commencement certificate similar in form to the diploma issued by the school district. The Skills and Achievement Commencement Credential must be accompanied by documentation of the student's skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working.

### STATEWIDE TEST REQUIREMENT

All students are required to pass five Regents examinations: (1) Math, (1) Science, (1) History, ELA + (1) Pathway (Humanities, STEM, Biliteracy, CTE, Arts, CDOS), for a Regents diploma and eight or nine required Regents examinations for an Advanced Regents diploma. Exceptions are considered on a case-by-case basis for the Local diplomas, Career Development Occupational Studies Credential and Skills Achievement Commencement Credential. For the Local diploma, students must complete the same academic courses as for the Regents diplomas. Testing requirements on the five required Regents examinations vary according to the year of entry to grade 9.

### Provisions for Students with Disabilities

The local diploma option remains available to all students with disabilities provided they earn a score of 55-64 on one or more required Regents examinations. There is currently no regulatory sunset date for this graduation Safety Net option for students with disabilities

### Provisions for English Language Learners

- Additional units of instruction in English as a second language depending on the student's level of proficiency in English.
- Translated forms of required Regents examinations with the exception of English for students who arrive within three years of testing.
- Accommodations on the English Regents Examination, including extra time, separate setting, and additional reading of listening passages.
- For any questions regarding graduation requirements, please contact your child's school counselor.

## **THE NATIONAL HONOR SOCIETY & ACADEMIC HONOR SOCIETIES AT NHS**

### **The National Honor Society:**

The National Honor Society recognizes students who demonstrate excellence in the areas of scholarship, leadership, service, and character. Students seeking membership must have an 86 unweighted average or higher, be involved in community service, and exhibit fine character. After those criteria are identified and met, students must submit 3 letters of recommendation, meet with faculty approval, and receive the NHS Council recommendation. Students who meet these criteria will be reviewed for acceptance in either junior or senior year.

### **The Art Honor Society:**

The Art Honor Society seeks sophomores, juniors, and seniors who make the visual arts a meaningful part of their everyday lives. Candidates should exhibit excellent academic standing and show consistent effort in all course work. Students must submit 3-5 samples of their artwork and a written statement reflecting how the visual arts are part of their lives. Inducted students must attend regularly scheduled Art Honor Society meetings with their advisors.

### **The Business Honor Society:**

The Business Honor Society recognizes students who have demonstrated outstanding achievement in the Business Program. Candidates must be active business students with an 88 GPA in business courses, in addition to an overall 80 GPA in other courses. Students selected for this recognition need to demonstrate the traits of leadership and community service. Inducted students must attend regularly scheduled Business Honor Society meetings.

### **The English Honor Society:**

The English Honor Society seeks to promote interest and enjoyment in English, literature, and the humanities among the Nyack High School Community. Its purpose is to foster excellence in the English curriculum by advocating lifelong learning and participation in the betterment of the Nyack school community. Students in grades 10-12 are eligible for membership if they have completed at least one year of English, have and maintain an 85 weighted average in English classes offered at NHS, submit an application and transcript before the determined deadline, and faithfully attend at least 60% of after school meetings of the organization to retain EHS status until graduation.

### **The Science Honor Society:**

The Science Honor Society an academic and community service organization that promotes scholar and service in the Nyack High School community. Students are identified for application by their Science teachers. These students must have an 88 semester average in Science and display strong character, honesty, and a strong work ethic. Student members are paired with Science staff members and are expected to perform community service related to the field of Science here at NHS such as working in the garden, glassware inventory, filing, and lab set up. The numbers of community service hours are defined by the Science Department.

### **The Social Studies Honor Society:**

The RHO KAPPA National Honor Society is the only national organization for high school juniors and seniors that recognizes excellence in this field. RHO KAPPA provides students with the opportunity to explore social studies. It promotes excellence, interest and appreciation for this field of study. Students seeking acceptance into RHO KAPPA must complete four semesters of study in social studies and be prepared to complete six semesters in total. They must have and maintain an unweighted 3.0 or numerical equivalent average in social studies courses and must also maintain an overall cumulative unweighted 3.0 GPA. Students must show proof of community service and submit a letter of recommendation from a current teacher.

### **The Spanish and French Honor Societies:**

The purpose of the Spanish and French Honor Societies is to foster a love of language-learning and an appreciation and respect for the different cultures of the world. The World Language Honor Societies provide an avenue for students to increase their awareness of the Hispanic/Latino cultures, the Francophone cultures, and other cultures worldwide. The societies also afford students with the opportunity to practice listening and speaking skills in Spanish and French outside of the classroom setting. Students participate in leadership and community service activities. Eligible candidates must be enrolled in a level 3 World Language course or higher, have an 85 or higher average in all World language courses, should intend to continue their study beyond level 3. Spanish Honor Society candidates must be a member of the Spanish club and have attended at least one meeting. All candidates must submit an application which contains a short paragraph about his/her qualifications. Upon acceptance, students may participate in community service activities such as elementary school outreach and promotion of awareness of the needs of impoverished world language speaking nations.

### **Mu Alpha Theta Mathematics Honor Society:**

The purpose of the Nyack High School Mathematics Chapter of the Mu Alpha Theta National Mathematics Honor Society is to recognize those students who, through academic and community activity, demonstrate leadership, character, and scholarship. Students are eligible for membership based on the completion of at least 3 years college preparatory mathematics or its equivalent, including algebra, geometry, and algebra 2; must continue their studies in more advanced math courses (pre-calculus, calculus, AP Statistics); must have a minimum GPA of 85 or higher in algebra, geometry and algebra 2 when application for membership is submitted; must have taken and passed their New York State Regents exams with a minimum grade of 80; and must exhibit high ethics, commitment to academics, and academic curiosity.

## SCHOOL COUNSELING CAREER CLUSTERS

This section of the Program of Studies highlights several career clusters and the corresponding high school departments or courses that offer particularly relevant preparation in these areas. The School Counseling department recommends that students take the most rigorous program in which they can achieve success. Students have elective choices in the Arts, Business, Computer Science and Family and Consumer Sciences, and may choose additional courses in Math, Science, English, Social Studies and Languages Other Than English. Most students should plan to go beyond the graduation requirements and enroll in additional courses in order to prepare for further studies and the workplace. Furthermore, by maintaining good grades in an academic program every year, a student enhances his/her opportunities for admission to a variety of post-secondary institutions.

The following career clusters provide a glimpse into the world of work and the corresponding areas of study. This chart is designed to help students make choices and decisions during the course selection process. Please do not hesitate to contact your school counselor if you have any questions.

<b>CAREER CLUSTER</b>	<b>Related High School Courses</b>
<b>Arts, Visual and Performing</b>	
Actors, Art Directors, Art Teachers, Choreographers, Composers, Craft Artists, Dancers, Directors, Fashion Designer, Film Studies, Film Production, Fine Arts, Floral Designers, Graphic Designers, Illustrators, Industrial Designers, Interior Designers, Multimedia Arts and Animators, Musicians, Music Teachers and Singers, Photographers, Set Designers, Theater, TV Technicians and Web Designers	<ul style="list-style-type: none"> <li>● Visual Arts</li> <li>● Music Theory</li> <li>● Performing Music classes (Chorus, Orchestra, Band)</li> <li>● Math</li> <li>● Social Studies</li> <li>● English</li> <li>● Languages other than English (especially for art historians, curators, fashion, and other positions)</li> </ul>
<b>Business and Finance</b>	
Management & Sales, Financial Advisors & Analyst, Investment Banking, Budget Analysis, Entrepreneur, Business Operations, Human Resources, CEO, CFO, Corporate Management, Consulting, Marketing, Advertising Exec, Logistician, Administration, Strategic Planning, Public Relations, Hospitality, Buyers and Purchasers, Insurance Underwriters, Adjusters, Examiners and Investigators, Cost Estimators, Government Accountants and Auditors, Loan Officers, Management Accountants, Internal Auditors, Public Accountants, Real Estate Appraisers, Tax Examiners, Revenue Agents and CPA's	<ul style="list-style-type: none"> <li>● Business Courses</li> <li>● Math (through Pre-Calculus)</li> <li>● Social Studies</li> <li>● Languages other than English (for client services and global markets)</li> <li>● New Visions Business at Career and Technical Education Center of BOCES</li> </ul>
<b>Agricultural, Engineering and Drafting</b>	
Aerospace Engineer, Architectural Engineer, Biomedical Engineer, Ceramics Sciences, Chemical Engineer, Civil Engineer, Computer Software Engineer, Computer Hardware Engineer, Construction Engineer, Electrical Engineer, Environmental Engineer, Geological Engineer, Geotechnical Engineer, Industrial Engineer, Manufacturing Engineer, Materials Engineer, Mechanical Engineer, Nuclear Engineer, Polymer and Plastics Engineer, Structural Engineer and Textile Sciences Engineer. <i>Construction Trades:</i> Carpenter, Furniture Builder, Home Builder, Plumber, Roofer, Siding Installer, Electrician	<ul style="list-style-type: none"> <li>● Visual arts</li> <li>● Math</li> <li>● Science</li> <li>● Business</li> <li>● Electives at Career and Technical Center at BOCES for construction trades</li> <li>● Business Courses</li> </ul>

<b>Justice, Law and Government</b>	
<p>Corrections, Criminal Justice, Criminology, Forensic Psychology, Forensic Science, Law Enforcement Administration, Legal Studies, Paralegal Studies, Police Science</p>	<ul style="list-style-type: none"> <li>● Social Studies</li> <li>● English</li> <li>● Science</li> <li>● Math</li> <li>● Languages other than English</li> <li>● Business Courses</li> </ul>
<b>Education</b>	
<p>Elementary, Middle and High School Teachers, Librarians, Preschools Teachers, School Counselor, Special Education, Speech Pathologist, Teaching Assistants and Teaching English as a Second Language (ENL), Principal, School Administrator</p>	<ul style="list-style-type: none"> <li>● Electives in area(s) of teaching interest or expertise (math, science and languages other than English are high need areas in education)</li> <li>● Child Development</li> <li>● Social Studies</li> <li>● English</li> <li>● Languages other than English</li> <li>● Business Courses</li> </ul>
<b>Health Care</b>	
<p>Anesthesiologists, Chiropractors, Dentists, Dietitians and Nutritionists, Doctors, General Practitioners, Gynecologists and Obstetricians, Dental Assistants, Massage Therapists, Medical Assistants, Medical Transcription, Nursing, Psychiatric and Home Health Aides, Occupational Therapists and Occupational Therapists Assistants, Optometrists, Pathologists, Pediatricians, Pharmacists, Physical Therapists and Physical Therapist Assistants, Physicians Assistants, Podiatrists, Psychiatrists, Radiologists, Recreational Therapists, Registered Nurses, Respiratory Therapists, Speech-Language Pathology Pathologists and Audiologists, Speech-Language Pathology Assistants, Surgeons and Veterinarians</p>	<ul style="list-style-type: none"> <li>● Math courses (through Pre Calculus or Calculus)</li> <li>● Science courses (Chemistry and Physics are mandatory)</li> <li>● Languages other than English (for patient care and service)</li> <li>● New Visions Health at Career and Technical Education Center of BOCES</li> <li>● Child Development I &amp; II</li> <li>● Adolescent Psychology</li> <li>● Business Courses</li> </ul>
<b>Computer and Information Sciences</b>	
<p>Computer and Information Systems Managers, Computer Graphics, Computer Programmers, Computer Networking and Telecommunications, Computer Scientists, Computer Software Engineers, Computer Systems Analysts, Database Management Consultants, Game Design and Development, Information Science Technician, Information Technology Technician, Sound System Technician, System Administrator, Web Development, Web Management, Systems Programmer</p>	<ul style="list-style-type: none"> <li>● Computer Science</li> <li>● Math (through Pre-Calculus or Calculus)</li> <li>● Visual Arts</li> <li>● Business Courses</li> </ul>

<b>Media and Communications</b>	
<p>Advertising, Announcers, Animations and Special Effects, Broadcast and Sound Engineering Technicians, Camera Operators and Editors, Copy Editors, Copywriters, Digital Communications and Multimedia, Graphic Design, Editors, Interpreters, Journalism, News Analysts, Reporters and Correspondents, Photojournalism, Program Directors, Producer, Printing, Public Relations Specialists, Publishing, Radio and Television Broadcasting Technology, Recording Arts Technology, Technical Writers, Translators, Writers</p>	<ul style="list-style-type: none"> <li>● English classes, especially honors and Advanced Placement level</li> <li>● Visual Arts</li> <li>● Music</li> <li>● Social Studies</li> <li>● Languages other than English</li> <li>● Business Courses</li> </ul>
<b>Social Sciences</b>	
<p>Addiction Counselors, Anthropologists and Archaeologists, Child, Family and School Social Workers, Clinical Psychologist, Economists, Geographers, Historians, Industrial Psychologists, Marriage and Family Therapists, Medical and Public Health Social Workers, Mental Health and Substance Abuse, Mental Health Counselors, Social Workers, Political Scientists, Probation Officers and Correctional Treatment Specialists, Rehabilitation Counselors, Research Psychologists, School Psychologists, School Counselors, Sociologists</p>	<ul style="list-style-type: none"> <li>● Social Studies electives</li> <li>● English electives</li> <li>● Languages other than English</li> <li>● Math (especially Statistics)</li> <li>● Child Development</li> <li>● Business Courses</li> </ul>
<b>Personal Care and Culinary Services</b>	
<p>Animal Caretakers, Barbers and Cosmetologists, Chefs, Child Care Workers, Flight Attendants, Hospitality Workers, Landscapers and Groundskeepers, Personal and Home Care Aides</p>	<ul style="list-style-type: none"> <li>● Food and Nutrition</li> <li>● Child Development</li> <li>● Visual Arts</li> <li>● Career and Technical Education at BOCES in Health Services, Cosmetology, Culinary Arts</li> <li>● Languages other than English</li> <li>● Business Courses</li> </ul>
<b>Installation and Repair</b>	
<p>Aircraft and Avionics Technicians, Automotive Body Repairs, Automotive Technicians, Brake Specialist, Detailer/Designer, Exhaust System Specialist, Transmission Specialist, Computer Repair Technicians, Electronics Technicians, Heating, Ventilation, Air-Conditioning and Refrigeration Technicians, Heavy Vehicle and Mobile Equipment Technicians, Industrial Machinery Repairers, Small Engine Mechanics, Telecommunications and Radio Technicians</p>	<ul style="list-style-type: none"> <li>● Business Courses</li> <li>● Math</li> <li>● Science</li> <li>● English</li> <li>● Computer Science</li> <li>● Visual Arts</li> <li>● Career and Technical Education at BOCES in Automotive Technology, Automotive Collision, Construction</li> </ul>

## SPECIAL PROGRAMS

### THE W.I.S.E. PROGRAM

#### Grade 12

The W.I.S.E. (Wise Individualized Senior Experience) program provides the opportunity for high school seniors, under the mentorship of faculty members, to design projects that may take the form of internships with community agencies or businesses, intensive research on a topic of interest, or artistic or performance-based projects. W.I.S.E. is a transitional program that gives graduating seniors the opportunity to explore career interests while they work independently in the adult world under the guidance of a mentor.

During part of the school day, evenings, and/or weekends, students devote significant time to work in their internships, research their topics, maintain written daily journals, discuss their experiences with each other, and meet with their mentors to explore and reflect upon project issues. Upon completion of their projects, students submit their daily journals for evaluation and give oral presentations before a panel of students, teachers, and community members. Credit will be granted based upon work completed.

### ROCKLAND COMMUNITY COLLEGE

#### Grade 12

Seniors may pursue studies at Rockland Community College to simultaneously complete graduation requirements and the first year of undergraduate study. Interested students should contact their counselor as soon as possible in the junior year to discuss this option. Students in good academic standing are encouraged to apply.

### FRESH START PROGRAM

**The Fresh Start Program** is an alternative high school option made available to students who have not experienced success in their current program because they have been unable to engage in school for a variety of reasons. This program is geared for students who are at risk to graduate from high school or are considering dropping out of high school. A small group of students are offered individualized support in academics and counseling. A non-traditional environment offers students options for credit recovery, on line coursework through FuelEd, counseling, and support services. Half-day and full day programs are available to students. This alternative program is located at the Hilltop Building on Dickinson Avenue which features technology required for online coursework. Students are referred to the program through the Instructional Support Team.

### COMMUNITY SERVICE

This program has been established to encourage students in grades 9-12 to volunteer their services in community projects and to recognize this service by recording a statement on the community service approval form, which is available in the Guidance office. Community service credit will also be recorded on the students' transcripts. All students are encouraged to complete 60 hours of community service over two consecutive school years. The community service minimum hours can be with no more than three service organizations. The service must be unpaid.

Any student who belongs to a co-curricular club and performs community service with that club will have those hours count toward the 60 hours needed for transcripts. The service hours should occur outside of the building and beyond the club's regular meeting times to be considered for hours served.

Approval for community service must be granted in advance with documentation submitted for official verification. Students completing 60 hours of documented service may earn ½ credit, which is recorded on the transcript with a grade of "P".

### 099652 ASSETS (Pending BOE Approval)

#### Grade 9-12

The 40 Developmental Assets are qualities that have been identified to lend themselves towards students being successful academically, emotionally and socially. These qualities are experiences, relationships, opportunities and personal qualities that young people need to grow into healthy, caring and responsible adults. The Assets team's mission is to help every student improve themselves, work together to improve the school and get out and help in the community.

One semester ½ credit

# ROCKLAND BOCES CAREER AND TECHNICAL EDUCATION CENTER

In grades 11 and 12, students with satisfactory grades who have completed testing requirements to date are eligible to attend half-day career oriented courses at CTEC. The goal of all CTEC programs is to prepare students for the workplace and/or post-secondary education. As a result of their training, students can earn a state or national industry certification or license, as well as a Career and Technical Endorsement on their high school diploma, which may make them eligible to receive college credits. Literacy standards are incorporated into each program so that students not only excel in career skill but in academics as well. A total of up to 4 credits can be earned for each year students attend the program. Transportation to and from CTEC is provided by Nyack High School. Programs offered are:

## **AUTOMOTIVES TECHNOLOGY/COLLISION**

### ***NATEF/ASE Certified Automotive Collision Technology I, II***

Students learn to repair, customize and detail vehicles using the latest equipment and technology enabling them to meet the increased demand for highly skilled auto collision technicians. Second-year students have the opportunity to put their skills into practice by participating in internships at local collision repair shops.

### ***NATSEF/ASE Automotive Technology I, II***

The increasing use of advanced technology in automobiles is leading to new opportunities for technicians, especially those with specialized skills or certifications. Students with good diagnostic and problem-solving abilities, training in electronics and computer skills are expected to have the best opportunities. Through the nationally recognized AYES (Automotive Youth Educational Systems) program, students participate in internships at local dealerships during the summer and school year that many times lead to paying jobs.

### ***Automotive Technology***

During this one-year course, students use the latest tools and technology to diagnose and repair engines. Students also learn valuable business and customer service skills while making adjustments to a vehicle's performance, steering and suspension.

## **COMMUNICATIONS**

### ***Digital Design & Marketing I, II***

Students learn the basics and importance of color, type, illustration, photography, animation and various print and layout techniques in a fully-equipped, state-of-the-art Mac computer lab. They build their portfolios through the use of industry-standard software to create dynamic and visually appealing final products such as illustrations, logos, web sites, publications, advertisements and product packaging.

### ***TV/Video & Multimedia Production I, II***

Whether interested in working in front of the camera or behind the scenes, students do so in our production studio outfitted with state-of-the-art digital, high-definition equipment. Students learn to storyboard, write scripts and shoot a wide variety of video content. The videos are then edited, and music, special effects and graphics are added using Final Cut Pro software. All productions are incorporated into an interactive, multimedia website and DVDs with Motion Menus.

## **CONSTRUCTION TRADES:**

### ***Carpentry I, II***

Through a house building project, students learn the technical skills necessary for new construction and renovation work including layout and design, framing, sheet rocking and roofing. Organizational skills, estimating procedures and reading blueprints are also emphasized. Gain further hands-on experience through internships that lead to paying jobs.

### ***Electrical Trades I, II***

Reading blueprints and reviewing building plan specifications helps bring students' skills up to code as they learn to wire outlets, switches, alarm systems and appliances for residential and commercial installations.

### ***Plumbing/HVAC I, II***

Students learn to install, repair and maintain residential and commercial heating and cooling systems and learn to assemble, install and repair pipe fittings as related to kitchen appliances and bathroom fixtures.

***Welding & Fabrication I, I*** (Through hands-on, project-based instruction, students learn the different methods of welding and cutting (MIG, TIG, stick, oxyacetylene and plasma arc) as they relate to manufacturing and fabricating. Blueprint reading is also included.



### ***Cosmetology I, II***

A cosmetologist focuses on helping others look and feel their best by providing hair styling, esthetics, nail specialties, waxing services, and more. Since a license is required to pursue a career as a cosmetologist, students enrolled in the program have a tremendous advantage. Taught in innovative, modern salons by certified, industry-experienced educators, students learn the latest techniques and skills needed to take the NYS written and practical licensing exams. Once licensed, a cosmetology career can take you in many directions and open doors to a variety of career options. Students in this program have an opportunity to enroll in Rockland Community College's High School Enrichment Program, which allows them to earn college credits. Articulation agreements with other colleges and institutions also exist.

### ***Criminal Justice I, II***

Through hands-on, real world activities, students learn about all aspects of the criminal justice, law enforcement, security, and corrections systems. Students learn skills through participation in mock trials, police patrol functions, field trips, forensic activities, guest speakers, and much more! Internships are available at local police departments and security companies.

### ***Culinary Arts I, II***

Through nationally-recognized curricula developed by both the American Culinary Federation (ACF) and National Restaurant Association (NRA), students are introduced to all aspects of the restaurant industry. Using professional equipment in a fully-equipped kitchen, students prepare and serve different types of gourmet and international foods for catered events as well as for the CTEC dining room. Instruction prepares students for the *ACF and ProStart (NRA) Certification exams*.

### ***Cyber Technology***

Technology and its impact on business and personal privacy is creating the need for those trained in the growing field of Cyber Technology. Through the integration of four courses—Introductions to Computer Systems, Networking, Digital Forensics, and Cybersecurity—students will learn to navigate computer hardware and software as it relates to the field of security. Certifications in A+, Network+, and Security+ will be offered for students who qualify.

## **HEALTH SCIENCE**

### ***Health Science Fundamentals I, II***

The focus of this two-year course is to prepare students for a healthcare or medical career. Coursework includes: anatomy & physiology, body systems, legal and ethical issues, infection control, medical procedures, medical terminology, pharmacology, drug administration, patient care and comfort measures, EKG, phlebotomy, CPR/AED and First Aid. Internship rotations focus on shadowing health and medical occupations in various medical settings.

### ***Certified Nurse Assisting***

Students develop the skills needed to care for patients in a variety of healthcare facilities. Working in a classroom lab and on internships, they gain real world, hands-on experiences in the care of the elderly patient. Topics include anatomy and physiology, body systems, legal and ethical issues, infection control, patient care and comfort measures and skills to assist in the activities of daily living. Students participate in internships where they practice skills such as bed making, bathing, feeding and transferring the elderly patient. This program is a great head start for students who would like to work as a supportive caregiver or pursue further education in the healthcare field.

### ***Education & Direct Care***

Through hands-on experience working in a lab and through internships, students learn the skills necessary to work with patients in the fields of mental retardation, mental health, developmentally disabled, elderly, child welfare and substance abuse. Certifications can be obtained in First Aid, CPR, Strategies for Crisis Intervention Revised (SCIP-R) and Therapeutic Crisis Intervention (TCI).

### ***New Vision Health Careers Exploration***

High achieving, college-bound seniors accepted into the year-long, honors-level New Visions Health Careers Exploration Program participate in 21st century, real-world, career-related experiences that include clinical rotations, mentoring, job shadowing, and internships. Working alongside doctors, nurses and nurse practitioners, speech and physical therapists, department heads, hospital administrators and other healthcare professionals during clinical and non-clinical rotations, students gain unprecedented knowledge about and insight into the expectations and day-to-day operations of almost all aspects of a healthcare facility. New Visions students have earned over \$2 million in scholarships and are accepted into top-tier U.S. colleges! This program is for seniors with at least a 90 GPA who have taken honors and/or AP classes, and requires a separate application; see your guidance counselor.

## **BUSINESS & TECHNOLOGY EDUCATION**

### **BUSINESS PREPARATION COURSES**

REAL WORLD COMPUTING

BUSINESS LAW

SPORTS & ENTERTAINMENT  
MARKETING

FINANCIAL MANAGEMENT I & II

CONSUMER MATHEMATICS

INTRO TO OCC ED

### **COMPUTER SCIENCE COURSES**

VISUAL BASIC PROGRAMMING  
*(May be used for one  
Mathematics elective credit)*

ADVANCED PLACEMENT COMPUTER  
SCIENCE 'A' JAVA

## **BUSINESS**

Nyack High School Business Department offers elective courses that provide students with the knowledge and skills necessary for economic success in the twenty-first century. Classes are designed to utilize technology and provide students with the most up to date education in the areas of Accounting, Finance, Computer Technology, Entrepreneurship, Marketing, Business Law, Business Administration, Computer Science and Programming. This dynamic and challenging program prepares students for the competitive business world, developing skills essential for success through the use of real world business cases and projects. Courses are designed to challenge all levels of students, preparing students for postsecondary education as well as careers. In today's highly competitive global market, the Business Department believes every high school student should acquire a basic background in business and computer literacy.

### **105050 ACCOUNTING**

#### **Grades 10 - 12**

This course designed to develop competency in accounting. Emphasis will be placed on setting up financial records for a business and interpreting and analyzing financial data. The course content encompasses the complete accounting cycle and incorporates computer utilization into the instruction with accounting software. This course can be extremely beneficial for students planning a career in business, as well as the college bound student. *Full year 1 credit*

### **105040 BUSINESS LAW**

#### **Grades 10 - 12**

This course is designed to provide an understanding of the basic principles of law which affect the student, consumer, worker and citizen. Minors' rights, contracts, business ownership, civil wrongs and crimes, functions of court and court procedures represent a few of the topics covered. Guest speakers, mock trials, field trips and computer-based research via the Internet are incorporated in an effort to keep the subject current and vital in today's ever-changing legal environment. This course can be used as the 5th credit in a social studies sequence. *Full year 1 credit*

### **105020 FINANCIAL MANAGEMENT I**

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

The first half of this course will introduce students to the realities of the financial business world. This course will investigate many topics that deal with "real life" issues. Students will learn about employment and the legal issues that are associated with it, consumer rights, money management, banking, insurance, real estate and car ownership. Other topics include: Time Management, Personal/Business record keeping, taxes and ways of acquiring wealth. The purpose of the course is to give students some knowledge of real financial issues encountered as students transition to college and careers. The Stock Market is researched and analyzed via simulation games, real life projects, and presentations. Other competitions include the RCC Business Plan competition and the Life Smarts Consumer Competition.

*One semester ½ credit*

### **105030 FINANCIAL MANAGEMENT II**

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

The second half of this course will introduce students to the realities of saving and investing money, ways of "keeping money in **your** pocket" rather than someone else's. Topics include the global economy, business ethics, the impact of technology and entrepreneurship and the world of credit. Students will explore various ways to acquire wealth, such as IRA's (Individual Retirement Accounts), 401K's, Mutual Funds, and Investment Strategies. Emphasis is placed on investment and tax strategies for keeping money once acquired, with research into Retirement planning, estates and wills. This course will investigate many topics that deal with "real life" issues. Continued work and competition with the Stock Market is encouraged. Other competitions, such as the Donald Trump Apprentice, Life Smarts and money Wise are explored.

*One semester ½ credit*

## **105070 SPORTS AND ENTERTAINMENT MARKETING**

### **Grades 10 - 12**

This course introduces students to the important roles that marketing plays in our Sports and Entertainment industry. All the major marketing principles such as the marketing mix, marketing functions, consumer behavior, market research, location, pricing, market segmentation, selling, advertising/promotion, financing and management will be studied and applied to the rapidly growing and dynamic industries such as retail, sports and entertainment. Students will investigate the resources necessary to establish and operate a business through individual and group projects. Guest speakers, field trips to major sporting arenas (football and baseball), analysis of sports merchandising, commercials, advertisements, magazines, and network/cable programming will broaden the classroom experience. *Full year 1 credit*

## **103425 CONSUMER MATHEMATICS**

Consumer Math teaches students practical mathematical techniques used in commerce and everyday life. Nyack High School is offering this course to students who are seeking a third math credit outside of our traditional math courses. The course will show students how to use basic math skills to real life situations like buying a car, budgeting money, investing, paying taxes, and so on. Other practical applications may include changing money, checking accounts, payroll calculations, consumer and business credit and even mortgages. These topics will be covered units of Gross Pay, Net Pay, Banking Services, Loans and Credit Cards, Spending Wisely, Owning a home or car, Insurance, Investments, Business Technologies, Managing People & Inventory, and Sales and Marketing. The course will include use of elementary arithmetic, including fractions, decimals and percentages. Consumer math will be a year long course. Upon successful completion of Consumer Math, students will earn 1 math credit.

*Prerequisite: Algebra, Applied Geometry*

*Full year 1 credit*

## **105175 INTRODUCTION TO OCCUPATIONS-CAREER & COLLEGE PREP**

In this course, students will map out their college path while simultaneously researching potential career options using a project and performance based approach. Incorporating Web Design, students will be required to complete an online digital portfolio containing resumes, recommendations, awards, cover letters and other pertinent job related requisites. In addition, students will gain the skills needed to complete college and job applications, understand the process involved in college financing, and learn interview etiquette needed in order to secure a job. Emphasis is placed on computer competency and Google Apps, interview skills, collaboration, and presentation skills. At the completion of this course, students will be equipped with the skills needed to compete in the American job market, one of the most exciting marketplaces in the world. *Full year ½ credit*

## **COMPUTER SCIENCE STUDIES**

Computer competency is a vital skill needed by all students as they move through high school to college and/or a career. Most college programs require students to purchase/provide computers. Therefore, we strongly encourage students to have basic computer skills as soon as possible in their high school careers and most definitely before they graduate from high school. According to the U.S. Bureau of Labor Statistics (BLS), technology will add the most new jobs through 2018, with computer science jobs growing twice as fast as average, with a 53 % employment growth. In addition to great job opportunities, computer software engineers enjoy generous salaries.

### **035020 VISUAL BASIC PROGRAMMING**

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

This course allows students, with no prior programming experience, to learn the many facets of computer languages and use it to develop their own computer application. Students will explore and solve a variety of problems dealing with various programming techniques and problem solving strategies using Visual Basic Express as the language of choice. This software allows the programmer to design user-friendly interfaces constructed from basic elements such as buttons, boxes and images. Students will explore the audio-visual aspects of "user-friendliness", including color, sound, animation, etc. These objects are then coded, and linked together into a working program. Additionally, students will study the growing field of the gaming industry, downloading and programming ALICE (a 3-D programming world application), and GameMaker (a gaming simulator programming software). Students will also learn basic programming concepts, logic and flow through the use of these gaming applications. Structured programming alternatives to top-down designs will be explored, including object oriented programming, lists, arrays, procedures, functions, sorting and disk file handling, building "user friendly" programs and "debugging" techniques. The problem analysis and planning stages of programming will be used and emphasized. This course may count as one mathematics elective credit. *Full year 1 credit*

### **034427 ADVANCED PLACEMENT COMPUTER SCIENCE 'A' (JAVA)**

#### **Grades 10 - 12**

The Java™ programming language is robust and versatile, enabling programmers to:

- Write software on one platform and run it on another,
- Create programs to run within a web browser,
- Write applications for cell phones, two-way pagers, robots, and other consumer devices.

It's no wonder the Java platform attracts so many new programmers! The Advanced Placement Program (AP) gives students an opportunity to take JAVA as a college level course while they are still in high school. Through this, they may earn credit, advanced placement, or both for college. AP Computer Science (Level A) is similar to a college Computer Science I course. JAVA / Advanced Placement Computer Science 'A' emphasizes programming methods (both code and stylistic) using the JAVA language (JAVA SDK1.5.7). Students will become familiar with JAVA in a hands-on, laboratory oriented approach. Materials will be drawn from various sources, including texts and lab materials developed by AP writers and readers. Problem analysis, planning, coding and debugging will be emphasized for each project. Throughout the course, Object Oriented Programming is emphasized. As JAVA is a massive language, a specific subset of the language will be used, endorsed by the College Board for AP students. Problem solving algorithms (particularly sorting and searching algorithms) are informally compared.

All students enrolled in the course must take the Advanced Placement Examination in order to receive AP weighting.

*Prerequisite: Visual Basic*

*Full year 1 credit*

## ENGLISH COURSE SEQUENCE

<b>GRADE 9</b>	<b>REQUIRED →</b>	<b>ENGLISH 9R or 9H</b>
<b>GRADE 10</b>	<b>REQUIRED →</b>	<b>ENGLISH 10R or 10H</b>
	<b>OPTIONAL →</b>	<b>SAT PREP COURSE</b>
<b>GRADE 11</b>	<b>REQUIRED →</b>	<b>ENGLISH 11R or 11H</b> <b>AP LANGUAGE/COMP</b> or <b>AP LITERATURE/COMP</b> or <b>SAT PREP COURSE</b>
	<b>OPTIONAL →</b>	or <b>ELECTIVE</b> <i>(See below)</i>
<b>GRADE 12</b>	<b>FULL YEAR ELECTIVES →</b> <small>(Students may choose either AP Lang or AP Lit in lieu of electives)</small>	<b>AP LANGUAGE/COMP</b> or <b>AP LITERATURE/COMP</b>
		<b>SEMESTER ELECTIVES</b>
	<b>REQUIRED* →</b> <i>(*Required only for eligible students)</i>	<b>ENGLISH 12</b> <i>(FALL SEMESTER ONLY)</i>
	<b>REQUIRED →</b> <i>SENIORS WILL TAKE ONE ELECTIVE DURING THE FALL SEMESTER AND ONE DURING THE SPRING.</i> <i>(Exceptions: Students who are required to take English-12 in the fall will choose ONE elective during the spring).</i>	<b>COLLEGE WRITING AND RESEARCH</b> <b>CREATIVE WRITING</b> <b>DRAMA LITERATURE</b> <b>FILM ANALYSIS</b> <b>HUMANITY IN CRISIS(PENDING BOE APPROVAL)</b> <b>JOURNALISM</b> <b>LITERATURE OF YOUTH</b> <b>MEDIA LITERACY</b> <b>MYTH &amp; CULTURE</b> <b>POETRY WORKSHOP</b> <b>SAT PREP</b> <b>TOPICS IN AFRICAN AMERICAN STUDIES</b> <b>WILLIAM SHAKESPEARE: A STUDY</b> <b>W.I.S.E. ENGLISH</b>

## **ENGLISH**

Students at Nyack High School must take four years of English and pass the New York State Common Core English Regents Exam (junior year) in order to be eligible for graduation. Each course – Regents-Level and Honors-Level alike – is aligned with the Common Core State Standards in English Language Arts ([www.corestandards.org/ELA-Literacy](http://www.corestandards.org/ELA-Literacy)). Differences in the degree of instructional scaffolding, the pacing of the course, and the workload of the course are what primarily distinguish H-level courses from R-level courses, but regardless of course selection, the Common Core Standards apply to ALL students. To that end, all of our course offerings – R-level, H-level, AP, and electives – are designed to assist students in developing proficiency within each strand of the Common Core: Reading (Literature & Informational Texts), Writing, Speaking and Listening, and Language Usage. These strands are comprehensive in depth and scope, and emphasize the acquisition, proficiency, and mastery of targeted 21<sup>st</sup> century skills that students need in order to successfully meet the Core’s “College and Career Readiness” anchor standards. Specifically, all students will:

- Read widely and deeply, applying close-reading strategies in order to extract literal and figurative meaning from texts of increasing complexity within and across grade levels. Through this “staircase of complexity,” students will gain literacy and cultural knowledge as well as familiarity with various text structures and elements.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. The Core demands a particular focus on narrative, expository, and argumentative writing, and students are expected to draw clear and specific evidence from literary or informational texts to support analysis, reflection, and research.
- Take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and/or with a partner. Being productive members of these conversations requires that students contribute accurate and relevant information, respond to and develop what others have said, make comparisons and contrasts, and analyze and synthesize a multitude of ideas in various domains.
- Develop control over the conventions of Standard English grammar, usage, and mechanics in order to convey meaning effectively.
- Determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use, and come to appreciate that words have both denotative and connotative meanings, various shades of meaning, and relationships to other words. Students will develop their command of language use as they expand their academic & content-specific vocabulary.
- **For more information about the NY State Common Core English Regents, visit <http://www.engageny.org/resource/regents-exams-ela>**
- **For more information about the Common Core Standards in English and Literacy, visit: <http://www.corestandards.org/ELA-Literacy>**

### **011105 ENGLISH 9 R**

In ninth grade English, students begin their study of literature and informational texts with an emphasis on the search for self. Students will explore characters in conflict with themselves, others, and their environment as they struggle to discover who they are and who they would like to be. The core works may include but are not limited to *Speak*, *Romeo and Juliet*, *The Odyssey*, *The Curious Incident of the Dog in the Night-Time*, *To Kill a Mockingbird*, *Raisin in the Sun* selected short stories, poems, and a wide variety of informational texts. This course will approach literature with an eye towards the fundamentals of reading comprehension, helping students understand how authors create realistic people and a sense of place in which they can live. Concepts such as conflict, plot structure, characterization, point of view, identifying theme, and the use of figurative elements will be explored in a strongly scaffold way that encourages students to feel more comfortable reading high-school level texts on their own. Students will also examine informational texts by identifying and responding to text features, bias, argument, and evidence. Students will learn how to compose expository, narrative, and argumentative written pieces, how to develop close-reading strategies aimed at building critical thinking and analytical skills, how to speak/listen effectively, and how to apply vocabulary/language use skills, as per the Common Core Learning Standards in ELA (9-10). Additionally, all students will conduct research assignments of varied lengths that are related to course content. The English Department believes in the strength and mission of our Regents-level curriculum, and we encourage students to consider taking an appropriate Honors-level or AP-level course as soon as they feel comfortable handling the rigor of the work load with greater independence and less teacher-scaffolding.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

**011106 ENGLISH 9 H**

In English 9H, students begin their study of literature with a thematic emphasis on the search for self. Students will explore characters in conflict with themselves, others, and their environment as they struggle to discover who they are and who they would like to be. The core works may include but are not limited to *The Odyssey*, *Romeo and Juliet*, *Catcher in the Rye*, *To Kill a Mockingbird*, as well as other contemporary works of literary merit, selected short stories, poems, and a wide variety of informational texts. Students will learn how to compose expository, narrative, and argumentative pieces, how to develop close-reading strategies aimed at building critical thinking and analytical skills, how to speak/listen effectively, and how to apply vocabulary/language use skills, as per the Common Core Learning Standards in ELA (9-10). Additionally, all students will conduct research assignments of varied lengths that are related to course content. Students who enroll in honors level courses are expected to keep up with the pacing, depth, and rigor of the coursework with greater independence and less teacher-scaffolding. The English Department encourages students who anticipate taking one or both of our AP offerings to begin taking classes in our honors sequence as early as they feel comfortable with the rigor of the work load.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

***In addition to a full-year English course (10R or 10H) sophomores are encouraged to take an elective course, such as the SAT Prep Course, provided that there is room in their schedule.***

**012205 ENGLISH 10 R**

In tenth grade English, students continue their study of literature and informational texts, focusing on the thematic relationship between the self and the society in which s/he lives. The core works may include but are not limited to *Othello*, *The Color of Water*, *Night*, and *Lord of the Flies*. The tenth grade English curriculum is divided into two thematic units related to the individual and society. The first semester focuses on identity and choice; the second semester explores the idea of power and justice. The curriculum also includes nonfiction reading of various types. This course will approach literature and informational texts in a way that further strengthens reading comprehension skills, helping students understand how authors create realistic people and a sense of place in which they can live. Students will also examine informational texts by identifying and responding to text features, bias, argument, and evidence. Students will build upon the skills they learned in 9<sup>th</sup> grade as they learn how to compose expository, narrative, and argumentative written pieces with greater sophistication, how to closely read literary and informational texts of increased complexity, how to speak and listen effectively, and how to apply vocabulary/language use skills, as per the Common Core Learning Standards in ELA (9-10). Additionally, all students will conduct research assignments of varied lengths that are related to course content. The English Department believes in the strength and mission of our Regents-level curriculum, and we encourage students to consider taking an appropriate Honors-level or AP-level course as soon as they feel comfortable handling the rigor of the work load with greater independence and less teacher-scaffolding.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

**012206 ENGLISH 10 H**

In tenth grade English Honors, students continue their study of literature and informational texts, focusing on the thematic relationship between the self and the society in which s/he lives. The core works may include but are not limited to *Persepolis*, *Othello*, *Night*, *My Name is Asher Lev*, *Lord of the Flies*, *Anthem* and *The Color of Water*, as well as various works of nonfiction/informational texts. The first semester focuses on identity and choice; the second semester explores the nature of power and justice. Students will learn how to compose expository, narrative, and argumentative pieces, how to develop close-reading strategies aimed at building critical thinking and analytical skills, how to speak/listen effectively, and how to apply vocabulary/language use skills, as per the Common Core Learning Standards in ELA (9-10). Additionally, all students will conduct research assignments of varied lengths that are related to course content. Students who enroll in honors level courses are expected to keep up with the pacing, depth, and rigor of the coursework with greater independence and less teacher-scaffolding. The English Department encourages students who anticipate taking one or both of our AP offerings to begin taking classes in our honors sequence as early as they feel comfortable with the rigor of the work load.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*



***In addition to a full-year English course (11R, 11H, AP Language, or AP Literature), juniors are encouraged to take an elective course, such as the SAT Prep Course, provided that there is room in their schedule.***

### **013305 ENGLISH 11 R**

In eleventh grade English, students will study literature and informational texts with a thematic emphasis on the American experience. From the colonial period through the modern era, the eleventh grade English curriculum is designed to coordinate with U.S. history. Parallel units of instruction have been developed to integrate learning in English and social studies. The core works may include but are not limited to *The Crucible*, *Of Mice and Men*, *The Great Gatsby*, *The Things They Carried*, and *Macbeth*. Through a critical study of American authors, students continue to strengthen their language and writing skills. This course will approach literature and informational texts with an eye towards the fundamentals of reading comprehension, helping students understand how authors create realistic people and a sense of place in which they can live. Students will also examine informational texts by identifying and responding to text features, bias, argument, and evidence. They will build upon the skills they learned in 9<sup>th</sup> and 10<sup>th</sup> grade, specifically learning how to compose expository, narrative, and argumentative written pieces with greater sophistication, how to closely read literary and informational texts of increased complexity, how to speak and listen effectively, and how to apply vocabulary/language use skills, as per the Common Core Learning Standards in ELA (11-CCR). Additionally, all students will conduct research assignments of varied lengths that are related to course content. The English Department believes in the strength and mission of our Regents-level curriculum, and we encourage students to consider taking an appropriate Honors-level or AP-level course as soon as they feel comfortable handling the rigor of the work load with greater independence and less teacher-scaffolding.

Finally, all students will participate in a "College Application Essay Writing Workshop" in their English class, which will result in producing a completed draft of a college application essay by the end of their junior year. They will be given an online CEO (College Essay Organizer) account at the end of the school year, which they will keep throughout the summer and during senior year, to assist them in writing, revising, and filing their college application essays in an organized way.

***Students will take the Common Core English Regents during 11<sup>th</sup> grade.***

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **013306 ENGLISH 11 H**

In eleventh grade English honors, students will study literature and informational texts with a thematic emphasis on the American experience. From the colonial period through the post-modern era, the eleventh grade English honors curriculum is aligned with U.S. History. Parallel units of instruction have been developed to integrate English and social studies. The core works may include but are not limited to *The Scarlet Letter*, *The Great Gatsby*, *The Things They Carried* and a selection from *The Bluest Eye*, *The Women of Brewster Place*, *Their Eyes Were Watching God*, *The Color Purple* or *Black Boy*, and *Macbeth*. Additionally, selected poems, essays, short stories and informational texts from across the breadth of American history and culture will be included. Students will also examine informational texts by analyzing and responding to text features, bias, argument, and evidence. They will build upon the skills they learned in 9<sup>th</sup> and 10<sup>th</sup> grade, specifically learning how to compose expository, narrative, and argumentative written pieces with greater sophistication, how to closely read literary and informational texts of increased complexity, how to speak and listen effectively, and how to apply vocabulary/language use skills, as per the Common Core Learning Standards in ELA (11-CCR). Additionally, all students will conduct research assignments of varied lengths that are related to course content. The English Department encourages students who anticipate taking one or both of our AP offerings to begin taking classes in our honors sequence as early as they feel comfortable handling the rigor of the work load with greater independence and less teacher-scaffolding.

Finally, all students will participate in a "College Application Essay Writing Workshop" in their English class, which will result in producing a completed draft of a college application essay by the end of their junior year. They will be given an online CEO (College Essay Organizer) account at the end of the school year, which they will keep throughout the summer and during senior year, to assist them in writing, revising, and filing their college application essays in an organized way.

***Students will take the Common Core English Regents during 11<sup>th</sup> grade.***

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

## ADVANCED PLACEMENT

**Students in grades 11 and 12 are eligible to enroll in either or both of the AP Courses we offer at Nyack High School. All students who opt to enroll in the following AP Course(s) are expected to take the AP Exams at the conclusion of the course(s). Each AP Course is described below. For more information, visit [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com).**

### **013307 ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION**

#### **Grades 11 or 12**

Designed as a college equivalency course, the curriculum focuses on the study of rhetoric and nonfiction: "Students are encouraged to think deeply about language as a persuasive tool and consider the dynamic relationship of writer, context, audience, and argument" (APCentral.collegeboard.com). Students will be expected to explain the syntax, rhetorical devices, and patterns of exposition used to construct meaning in a variety of complex texts, including but not limited to the following: "Letter from Birmingham Jail," by Martin Luther King Jr.; "On the Pleasure of Hating," by William Hazlitt; "Tragedy and the Common Man" by Arthur Miller and "Apollonianism and Dionysianism," by Friedrich Nietzsche." Students also read a number of essays and in-depth articles from *The Atlantic*, *The Chronicle of Higher Education*, *The American Scholar*, and *Harper's*. Works of fiction include *The Great Gatsby*, *The Crucible*, *The Things They Carried*, among other selections. The expectation is that all students enrolled in the course will take the Advanced Placement Examination in order to receive AP weighting. Earning college credit is dependent upon performance on the Advanced Placement examination. ***In addition to the AP Language exam, students in grade 11 will also take the Common Core English Regents.***

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **014407 ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION**

#### **Grades 11 or 12**

Designed as a college equivalency course, AP English Literature engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students consider a work's structure, style, and themes as well as the use of figurative language, imagery, symbolism, and tone. The course includes representative works from various genres and periods. Students are required to complete summer readings and follow the directions provided by their prospective AP teachers. Selections from the required text, *Literature – Approaches to Fiction, Poetry, and Drama* are read. The core works may include but are not limited to *Oedipus Rex*, *Hamlet*, *1984*, *Death of a Salesman*, *The Kite Runner*, and *The Dew Breaker*. To assist students with the college application process during the fall semester, teachers will occasionally confer with students about their college application essays, focusing mainly on the revision phase of the writing process. The expectation is that all students enrolled in the course will take the Advanced Placement Examination in order to receive AP weighting. Earning college credit is dependent upon performance on the Advanced Placement examination. ***In addition to the AP Literature exam, students in grade 11 will also take the Common Core English Regents.***

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

## GRADE 12 COURSE OPTIONS

**Students in grade 12 must choose two (2) elective English courses (see the descriptions below). Each elective is one semester in length, and students earn a half-credit toward graduation eligibility for successful completion of both of their chosen electives. The courses that are offered in any given year, as well as the semester(s) in which they are offered, are entirely dependent upon enrollment and student-interest. If a student has not yet earned a passing grade on the NYS Common Core English Regents by the time s/he is a senior, then English-12 will be a mandated fall elective, and the student will choose one additional elective for the spring semester.**

**Alternatively students may also choose to take either of the two AP Courses (described in the "AP Courses" section), which are full-year courses for which students earn 1 credit. Students who choose to take an AP English course during their senior year will NOT be required to select additional elective courses, unless they want to do so.**

## FULL-YEAR ELECTIVES

### 013307 ADVANCED PLACEMENT ENGLISH LANGUAGE/COMPOSITION

#### Grades 11 or 12

*(See description under AP Course Options)* The expectation is that all students enrolled in the course will take the Advanced Placement Examination in order to receive AP weighting. Earning college credit is dependent upon performance on the Advanced Placement examination.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### 014407 ADVANCED PLACEMENT ENGLISH LITERATURE/COMPOSITION

#### Grades 11 or 12

*(See description under AP Course Options)* The expectation is that all students enrolled in the course will take the Advanced Placement Examination in order to receive AP weighting. Earning college credit is dependent upon performance on the Advanced Placement examination.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

## SEMESTER ELECTIVES

**Students who do NOT take either English 12 or one of the AP Courses must select TWO (2) electives (one elective per semester) out of the following choices.**

#### **IMPORTANT PLEASE READ\*\*\*\*\***

***We strongly urge students to make informed decisions about their course choices and to select courses that most appeal to their personal interest and academic goals.***

***All of our electives have been thoroughly revamped, revised and aligned with the rigor and expectations mandated by the Common Core Learning Standards for grade 12. In short there is no elective that is "easier" or "harder" than others, so make empowering, informed decisions .***

### 015166 COLLEGE WRITING AND RESEARCH

#### Grades 11 - 12

This course will provide students with frequent practice in expository writing to foster clarity, organization and expression in the development of ideas. Students read essays, which they are expected to analyze critically and use as models for writing. Expository Writing has been designed to help seniors prepare for college-level, freshman English. In addition, there is a component to further immerse students in the skills necessary for college-level research. Source assessment and methods of documentation are emphasized. The final six weeks of the course are centered on a thesis - a fully-documented independent study.

**Approved for NCAA DI and DII Athletic Eligibility**

*One semester ½ credit*

### 015110 CREATIVE WRITING

#### Grades 11 - 12

Students develop tools and techniques for exploring their natural creativity through the process of writing. Understanding that writing is indeed a process, students will learn how to "trap" ideas, how to respond to given prompts, how to allow for the free-flowing of ideas that are then shaped over multiple drafts. Just as important as the content of their finished products, the *process* of creativity is the primary focus of this course. A final creative writing project and a writing portfolio are required.

**Approved for NCAA DI and DII Athletic Eligibility**

*One semester ½ credit*

### 015040 DRAMA LITERATURE

#### Grades 11-12

Students will examine various plays from around the world that represent a range of genres including comedy, tragedy, tragic-comedy, melodrama, and theater of the absurd. Through class discussions, written assignments, and short performances, students will discover the proportional relationship between the quality of a staged performance and its script. Everything hinges on writing.

**Approved for NCAA DI and DII Athletic Eligibility**

*One semester ½ credit*

**014404 ENGLISH 12****Grade 12- Required for eligible students**

**A passing grade on the NYS Common Core English Regents Exam is required for graduation.** In the event that a student fails the NYS Common Core English Regents exam as an eleventh grader, they will be mandated to take English-12 as their fall semester elective. The goal of this course is to prepare students for success on the English Regents exam. In this course, benefit from a smaller teacher-to-student ratio which helps to ensure that each student is positioned to successfully meet this goal. Students who are required to take English-12 during the fall semester will have the opportunity to choose one spring-semester elective.

**Approved for NCAA DI and DII Athletic Eligibility**

*One semester ½ credit*

**015120 FILM ANALYSIS: INTERPRETING FILM AS TEXT****Grades 11 - 12**

In this course, students will view films that address contemporary issues. Films from around the world will be studied for both content and cinematic features. Students will learn about film by viewing, discussing and writing about selected works.. Students will be challenged to consider how a director's artistic choices in the making of a film parallel an author's artistic choices in the construction of a novel. In short, students will "read" a film as a type of text, applying the same critical thinking, close-reading, and expository writing skills they have learned over the years they have studied English. Students learn about cinematography and how the stylistic cinematic choices of the director affect a film's meaning. A final project is required.

**Approved for NCAA DI and DII Athletic Eligibility**

*One semester ½ credit*

**015263 HUMANITY IN CRISIS - A Senior Capstone Experience (Pending BOE Approval)****Grade 12**

It is well documented that the human species is largely responsible - if not entirely responsible - for the many complex problems it faces. The collective impact of climate change, of increasingly tense international relations, of widening social and economic inequalities, and of rapid advancement in technology - to name just a few of the issues - is considerable. The problems can be described as nothing short of a crisis, and something must be done. To that end, the thematic focus of this Senior Capstone Experience is aptly entitled, "Humanity in Crisis." The essential premise that drives the course is one simple and empowering conviction: "If we as humans have the capacity to cause the many problems we face, then we also have the capacity to solve them." Students who enroll in the course will be empowered to investigate these problems and to offer solutions through a self-directed learning project that contains four components: identifying a real-world problem in need of fixing, designing a process for investigating the nature, history, and future of the problem, producing a project that demonstrates the knowledge and skills acquired during the high school years, and proposing plausible solutions that target a real-world audience: elected officials, policy makers, and legislators on the federal, state, or local levels. This is a "think-big" course, ideal for students who enjoy directing their own learning under the guidance of a teacher, who believe the world can be a better place, and who see themselves as change agents capable of positively and directly impacting their world.

**Pending NCAA DI and DII Athletic Eligibility**

*One semester ½ credit*

**015130 JOURNALISM****Grades 11 - 12**

Journalism is a survey course designed to explore various aspects of this dynamic field and profession. Freedom of the press and its position in today's world provide the context for exploring ethical issues, the use of propaganda, and media bias. Students learn to write news articles, features, and editorials, and they are encouraged to submit articles to the school newspaper for publication. Students are also expected to read a variety of news publications and analyze articles for structure, content, press functions, and news elements.

**Approved for NCAA DI and DII Athletic Eligibility**

*One semester ½ credit*

**015020 LITERATURE OF YOUTH****Grades 11 – 12**

This course examines the various social and psychological factors that impact adolescents as they mature. Students will explore a variety of short fiction, poetry, fiction, and nonfiction that serves as a lens through which adolescent concerns are showcased. Class discussions and writing assignments will provide opportunities for students to examine themes such as self-identity, peer pressure, family relationships, love, loss, empathy, and death.

**Approved for NCAA DI and DII Athletic Eligibility**

*One semester ½ credit*

**015060 MEDIA LITERACY****Grades 11 - 12**

The role that the media plays in shaping our culture is considerable. Each day, we are bombarded with thousands of images, sounds and sound bites. Being a literate citizen means being able to “read” media closely in any given form (visual as well as print media). In this course, students will study the history of the media as well as some controversial issues associated with the Constitutional guarantee to free press that have arisen over time. Students will develop the ability to think critically about what they see, hear, and read in the media. They will learn the distinction between an opinion and an informed opinion that results from discernment. Students will explore critical issues and current events that are reported in the media, and they will learn to determine subjectivity, objectivity, credibility, bias, sensationalism, stereotyping, and the various ways that our media uses words and images to shape public opinion. A final project is required.

**Approved for NCAA DI and DII Athletic Eligibility**

*One semester ½ credit*

**015030 MYTH AND CULTURE****Grades 11 - 12**

Using a humanities approach, this course includes a study of comparative mythology that encompasses Greek, European, African, Asian, and New World traditions. Familiarity with the best of early literature fosters an understanding of the lifestyles and philosophies of the cultures that are the foundation of Western and Eastern thought. Through the study of various literature and informational texts, this course examines the role of archetypes, heroic literature, and applications of myth. A final project is required.

**Approved for NCAA DI and DII Athletic Eligibility**

*One semester ½ credit*

**015180 POETRY WORKSHOP****Grades 11 - 12**

Through poetry we can experience and appreciate culture. A poem, like a painting or a song, has the power to express a universal human experience through the deceptive simplicity of its form. Students will learn how poetry, as both a modern and ancient form, responds to and shapes the attitudes, ideas, and values of the society in which it was created. In addition, students will read poetry through various lenses as they learn the art and craft of writing their own poems, and they will study the elements of poetry as they study classic and contemporary poets. Through deepening their understanding of “what” and “how” a poem means, students develop their own individual poetic voices and styles in a “writing workshop” environment.

**Approved for NCAA DI and DII Athletic Eligibility**

*One semester ½ credit*

**015178 SAT PREP****Grades 10, 11, 12**

This course targets the various literacy and math skills that are tested on the College Board's redesigned SAT. Students will learn test-taking strategies aimed at helping them maximize their SAT score. Working closely with their instructor and their peers, students will take periodic practice tests under timed conditions so that they can measure and monitor their growth, set goals, and develop strategies necessary for SAT success. Students will learn the “psychology” behind the construction of the new SAT and the various ways it differs from other types of tests. This is a “pass/fail,” one-semester course, and students meet with an English teacher and a Math teacher on alternating days. Students who pass the course earn a ¼ credit in English and a ¼ credit in Math.

*One semester ¼ credit*

**019854 TOPICS IN AFRICAN AMERICAN STUDIES****Grades 11 – 12**

This is a course in critical reading and writing with an emphasis on the African American experience and its place in US History. Topics include a general survey of African American literature and culture over a broad time period. Topics may include pre and post Civil War issues, the Harlem Renaissance, the Civil Rights movement and social reform, the experience of the minority within the majority, and hip-hop as message and music. Students will apply critical close-reading strategies and write literary analyses that involve research.

**Approved for NCAA DI and DII Athletic Eligibility**

*One semester ½ credit*

**018523 WILLIAM SHAKESPEARE: A STUDY****Grades 11 – 12**

William Shakespeare remains the central author of the English-speaking world; he is the most quoted poet and the most regularly produced playwright. Today, hundreds of years after his death, his plays continue to be staged on and off Broadway, as well as on the big screen of Hollywood. Why *is* that, and who *is* he? To what degree is his work still relevant in modern society? What meanings did his plays have in his own time, and how do we read, speak, or listen to his words now? What should we watch for when viewing his plays in performance? Whose plays are we watching, anyway? We'll consider these questions as we carefully examine a sampling of Shakespeare's plays from a variety of critical perspectives. This course is focuses more on Shakespeare's dramas with less of an emphasis on his poetry.

**Approved for NCAA DI and DII Athletic Eligibility**

*One semester ½ credit*

**015170 W.I.S.E. ENGLISH****Grade 12**

The W.I.S.E. (Wise Individualized Senior Experience) program provides the opportunity for high school seniors, under the mentorship of faculty members, to design projects that may take the form of internships with community agencies, intensive research on a topic of interest, or artistic or performance-based projects. During part of the school day, evenings, and/ or weekends, students devote significant time to work on their internships, research their topics, maintain written daily journals, discuss their experiences with one another, and meet with their mentors to explore and reflect upon project issues. Upon completion of their projects, students submit their daily journals for evaluation and give oral presentations before a panel of students, teachers, and community members. W.I.S.E. English enables students to explore the techniques of written and oral expression in the area of personal creativity and personal career choices.

**Approved for NCAA DI and DII Athletic Eligibility**

*One semester ½ credit*

**014414 ENGLISH Center****Grades 9 - 11**

The "English Center" is designed to provide additional instructional time to assist students in building proficient literacy skills. Students who need this additional support will be scheduled into an English Center in addition to their daily grade level English class. In addition to building skills that help to foster success in the English class, students will practice applying literacy skills that will help them to succeed on the New York State Common Core English Regents exam, the passing of which is required for high school graduation. The English Center is one way in which Nyack High School delivers Academic Intervention Services.

## **ENGLISH TO SPEAKERS OF OTHER LANGUAGES**

**ENTERING ENL A**

**ENTERING ENL B**

**ENL ELA A**

**ENL ELA B**

**ENL SUPPORT**

## **ENGLISH TO SPEAKERS OF OTHER LANGUAGES**

The ESOL program is designed to meet the needs of English Language Learners in grades 9-12 whose native language is other than English. The goal of our program is to ensure that all students attain English proficiency via an ESOL (English to Speakers of Other Languages) program that is aligned to ENL/ELA and content area standards. The objectives of these courses are to (1) ensure that all ELLs develop both Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP); (2) prepare students for mainstream classes and (3) provide ongoing support/remedial assistance.

### **061122 ENTERING ENL A**

Grades 9 - 12

Designed to provide English language learners who have received an interrupted education with the opportunity to learn the English language through activities and experiences which develop a strong relationship between their native language, customs and traditions and those of the American culture. The environment fosters the development of speaking, reading, writing, and listening skills while using the English language. *Full year 2 credits (3 Periods)*

### **061202 ENTERING ENL B**

Grades 9 - 12

Designed to provide English language learners with an intensive introduction to the English language, this course actively involves students in developing the skills of understanding, listening, speaking, reading and writing. Emphasis is placed on the acquisition of basic oral communication skills related to meeting everyday needs. Students are familiarized with their new environment through discussions of American holidays, customs and a comparative study of the cultures that make up our country and community. *Full year 2 credits (3 periods)*

### **061132 ENL ELA A – GRADES 9-10**

### **061142 ENL ELA A – GRADES 11-12**

Emphasis is on acquiring the five language skills: understanding, listening, speaking with increased concentration on reading and writing through the use of content area and nonfiction reading selections. In addition, students are introduced to the literary works of famous American authors. Oral communication skills are emphasized to assist students in attaining fluency in English. At this level, students are beginning to acquire academic language which will assist them in negotiating content area information. *Full year 2 credits (2 periods)*

### **061152 ENL ELA B-GRADES 9-10**

### **061153 ENL ELA B-GRADES 11-12**

The ENL ELA course uses a co-teach model (ELA teacher/ENL teacher) to support ELLs in English Language Arts. Students at various language levels can focus on developing speaking, reading, and writing skills while studying and analyzing a number of different works of literature that incorporate two primary themes: the search for self and the individual and society. The course works may include, but are not limited to novels read in traditional 9 -12 grade ELA classes. Students will be required to create or take part in oral presentations that will give them opportunities to articulate their ideas in front of a group of people. Students will be exposed to extensive vocabulary work, including lessons on understanding vocabulary in context while reading novels, short stories and poems. Students will learn how novels and short stories are structured with an emphasis on characterization, conflict, and identifying theme, plot structure, and point of view and how and why figurative language is incorporated in writing. A research paper will be completed by all students in the ENL ELA course. Students will demonstrate their ability to create a thesis statement, paraphrase and cite their sources. Current events and issues relevant to teens will be studied at various times throughout the course, asking students to understand the issues as well as think about how they are affected by such issues and what they can do to stand up for what they believe.

*Full year 1 credit (1 period)*

### **069999 ENL SUPPORT**

This is a support class designed for Entering, Emerging, Transitioning and Expanding ENL students who need assistance in their preparation for the NYSESLAT and English Regents exams. The focus of this class is to enhance the reading and writing skills of all English Language Learners. Technology is also incorporated to teach oral communication, reading and writing. *Full year (non-credit)*



## **FAMILY & CONSUMER SCIENCES**

**FOODS & NUTRITION**

**ADVANCED FOODS**

**CHILD DEVELOPMENT I**

**CHILD DEVELOPMENT II**

**ADOLESCENT  
PSYCHOLOGY**

## **FAMILY & CONSUMER SCIENCES**

Family and consumer sciences focus on strengthening the family and teaching individuals how to help themselves and their families to manage resources. Through family and consumer sciences, individuals learn to be competent, confident, and responsible in their personal, family and career lives.

Family and consumer sciences apply knowledge gained from research in many disciplines to the practical concerns of individuals and families. The components of this discipline range from: nutrition, food preparation, health and development to consumer issues, financial management, housing and environmental concerns.

The family and consumer sciences program can lead students into a variety of **career paths** that include but are not limited to: **the food industry, human services, health care, and education.**

### **125010 FOODS AND NUTRITION**

#### **Grades 9 – 12**

This is a laboratory-based class in which students learn the principles of good nutrition, food preparation skills, management, safety, and related career opportunities. To promote overall healthy living, students will learn how to select and prepare foods to ensure a balanced diet, the preservation of nutrients, and appropriate food storage and hygiene. A deeper understanding of the science of food and how it is processed by the body will be gained. We will also explore food and cultures from the United States and around the world. *One semester ½ credit*

### **125050 ADVANCED FOODS**

#### **Grades 10 – 12**

This course is for students who have completed Foods & Nutrition and are interested in learning more about the professional food industry. Advanced Foods will expose students to: food service management, customer service, the dining experience, creating menus, cost control issues and more. While learning about the industry, students will experience hands on labs covering extensive culinary and baking applications. *Prerequisite: Foods & Nutrition*  
*One semester ½ credit*

### **125070 CHILD DEVELOPMENT I**

#### **Grades 9 – 12**

Child Development I & II are ideal courses for students interested in pursuing future careers in the healthcare, education or childcare. Knowledge of the principles of child development gives students an understanding of the demands of child care and skills for meeting those demands. This knowledge and these skills prepare all students to take care of children in their present and future families and give students a basis to explore careers in child care and healthcare fields.

Students will study the developing child from the prenatal period through the first years of life. Focus will be on the importance of the fetal period, birth and early child care as it relates to the physical, social and emotional growth of the child. *One semester ½ credit*

### **125080 CHILD DEVELOPMENT II**

#### **Grades 9 – 12**

This course is designed for students who wish to learn more about child development and psychology. The physical, social, emotional and intellectual development of the school aged child is studied. A greater understanding of the child's needs and behavior will be developed. This course will give students a basis to explore careers in child care, health care and the education profession. *One semester ½ credit*

### **025090 ADOLESCENT PSYCHOLOGY**

#### **Grades 9 – 12**

This course focuses on the study of the teenager's personal, social and emotional growth and development. Physical development of the adolescent brain will be examined and how it relates to adolescent behaviors. Students will examine values and their relationship to basic human needs. Adolescent crises will be identified, examined and evaluated. Students will gain skills and be better prepared to move toward successful adult roles in a responsible manner. *One semester ½ credit*

## MATHEMATICS

Students are required to pass a minimum of 3 courses in mathematics. We strongly urge all students to take a 4<sup>th</sup> course in mathematics as an elective. Below you will find typical pathways to graduation.

1 <sup>st</sup> course	2 <sup>nd</sup> course	3 <sup>rd</sup> course	4 <sup>th</sup> course (elective)
Algebra R/H	<ul style="list-style-type: none"> <li>· Geometry R/H</li> <li>· Applied Geometry</li> </ul>	<ul style="list-style-type: none"> <li>· Algebra 2 R/H</li> <li>· Applied Algebra 2 R/H</li> </ul>	<ul style="list-style-type: none"> <li>· Pre-Calculus R/H</li> <li>· College Topics</li> <li>· RCC Math</li> <li>· Statistics</li> </ul>
Geometry R/H	Algebra 2 R/H	<ul style="list-style-type: none"> <li>· Pre-Calculus R/H</li> <li>· College Topics</li> <li>· RCC Math</li> </ul>	<ul style="list-style-type: none"> <li>· AP Calculus AB/BC</li> <li>· Calculus</li> <li>· Statistics</li> </ul>
Algebra 1A	Algebra 1B	<ul style="list-style-type: none"> <li>· Geometry R</li> <li>· Applied Geometry</li> </ul>	<ul style="list-style-type: none"> <li>· Algebra 2 R</li> <li>· Applied Algebra 2</li> </ul>
ENL Math Concepts	ENL Algebra R		

### Other Elective Courses

- *SAT prep* – This course is usually offered to 10<sup>th</sup> or 11<sup>th</sup> graders. It does not carry a math credit. Please see guidance for more information and programming.
- *Visual Basic* followed by *AP Computer Science with Java* – These are 2 separate courses. Students may begin the computer science sequence after completing Geometry R/H.

### Accelerated Math Program at NMS/NHS

Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Integrated Math 8	Integrated Geometry Honors	Integrated Algebra 2 Honors	AP Calculus AB/BC	Other math elective

## **MATHEMATICS**

The Mathematics Department offers courses for both college preparatory students and students who are immediately entering the world of work upon graduation. The course levels offered attempt to meet the needs of all students. A minimum of three (3) years of mathematics is required for all students.

It is critical for students to understand mathematics and be able to communicate and reason mathematically. Although three years of mathematics are required for graduation, students are strongly urged to study a 4th year of high school mathematics in order to enter society as informed, productive citizens. Students will be given locally developed quarterly exams in each math course. The Regents Exam will count as the 4<sup>th</sup> quarterly exam (final) in Algebra, Geometry, and Algebra 2 and Trigonometry.

NOTE: In order to graduate from high school, all students must:

(a) successfully complete 3 years of high school mathematics

AND

(b) pass the Algebra Regents, if enrolled in Algebra

### **031112 ENL MATH CONCEPTS**

This course is offered to ENL students attending school (high school) for the first time in the district. The intended purpose of the course is to develop the mathematical abilities of these students. It is a transition course for ENL Algebra R/Lab. ENL Math Concepts covers mathematical content taken from grades 3 – 8. Students are given individualized attention to develop their academic potential. Upon completion of ENL Math Concepts, students will take ENL Algebra R/Lab.

*Full year 1 credit*

### **035504 ENL ALGEBRA R/LAB**

ENL Algebra R/Lab is the first course of a three-year Regents program in mathematics. The curriculum for this course is based upon the NEW YORK STATE COMMON CORE STANDARDS. Algebra provides tools and ways of thinking that are necessary for solving problems in a wide variety of disciplines, such as science, business social sciences, fine arts, and technology. This course will help students in developing skills and processes that can be applied using a variety of techniques to successfully solve problems in a variety of ways. The Common Core clusters/units covered will include seeing structures in expressions, arithmetic with polynomials and rational expressions, creating equations, and reasoning with equations and inequalities. For example, students will interpret the structure of expressions, write expressions in equivalent forms to solve problems, perform arithmetic operations on polynomials, understand the relationship between zeros and factors of polynomials, use polynomial identities to solve problems, rewrite rational expressions, solve system of equations, represent and solve equations and inequalities graphically, and understand solving equations as a process of reasoning and explain the reasoning. Upon the completion of ENL Algebra R/Lab students will be prepared to enter either Geometry R or Applied Geometry for College

<http://www.engageny.org/sites/default/files/resource/attachments/nysp12cclsmath.pdf>

*Full year 1 credit*

### **035505 ALGEBRA R**

Algebra R is the first course of a three-year Regents program in mathematics. The curriculum for this course is based upon the NEW YORK STATE COMMON CORE LEARNING STANDARDS. Algebra provides tools and ways of thinking that are necessary for solving problems in a wide variety of disciplines, such as science, business social sciences, fine arts, and technology. This course will help students in developing skills and processes that can be applied using a variety of techniques to successfully solve problems in a variety of ways. The Common Core clusters/units covered will include seeing structures in expressions, arithmetic with polynomials and rational expressions, creating equations, and reasoning with equations and inequalities. For example, students will interpret the structure of expressions, write expressions in equivalent forms to solve problems, perform arithmetic operations on polynomials, understand the relationship between zeros and factors of polynomials, use polynomial identities to solve problems, rewrite rational expressions, solve system of equations, represent and solve equations and inequalities graphically, and understand solving equations as a process of reasoning and explain the reasoning. This course will end with the state Regents exam for Algebra. Upon the completion of Algebra R students will be prepared to enter either Geometry R or Applied Geometry for College

Source:<http://engageny.org/resource/new-york-state-p-12-common-core-learning-standards/>

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **035556 ALGEBRA H**

Algebra Honors is a rigorous mathematics course designed to challenge the intellectual prowess of our students. The intended goal of Algebra Honors is to provide students with a higher level of mathematical thinking that goes beyond the typical Algebra Regents curriculum, and provide students with a higher-level of understanding of mathematics through its application. To accomplish this goal, students will explore selected topics with more depth to challenge their intellectual ability. Honors students will have multiple opportunities to reflect on their learning through reading and writing assignments and small projects. The reading material and projects may vary by teacher, but adhere to department guidelines with respect to grading and weighting. Upon completion of Algebra Honors, all students will have a greater appreciation of mathematics and its practical applications in the real world. Upon the completion of Algebra Honors, students will be prepared to enter either Geometry R or Geometry H.  
<http://www.engageny.org/sites/default/files/resource/attachments/nysp12cclsmath.pdf>

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **037762 ALGEBRA 1A**

Algebra 1A course is the first of a two-year course in Algebra. This course is designed to introduce students to the topics and skills used in the Algebra Regents course. Units of study include solving linear equations and their applications, operations on monomials and polynomials, introduction to linear and exponential functions, and system of equations. This course ends with a Local Final Exam. Upon the completion of Algebra 1A students will enter Algebra 1B .

**Pending NCAA approval**

*Full year 1 credit*

### **037763 ALGEBRA 1B**

Algebra 1B course is the second year of the two-year course in Algebra. This course continues and expands on what was learned in Algebra 1A. Units of study include the continuation of functions including quadratic functions, solving and graphing quadratic functions, piecewise functions, analyzing difference between linear, quadratic and exponential functions, and statistical analysis. This course concludes with the State Regents exams in Algebra. Upon the completion of Algebra 1B students will be prepared to enter either Geometry R or Applied Geometry for College

**Pending NCAA approval**

*Full year 1 credit*

### **035604 APPLIED GEOMETRY FOR COLLEGE**

Applied Geometry for College is taken after completion of **Algebra Regents** or **Algebra Regents with a Lab**. This course is part of our college preparatory program for students who are planning to attend college but remain undecided regarding the pursuit of an Advanced Regents Diploma. The course offers students the opportunity to study select **Geometry Regents** topics from our Advanced Regents Diploma Program with more depth for greater understanding of Geometry and its applications. Students taking this course explore the use of the graphing calculator, work on research projects, and prepare to take the PSAT and SAT. Upon completion of **Applied Geometry for College**, students may choose to take **Applied Algebra 2 and Trigonometry for College** to continue college preparatory work.

*Prerequisite: Algebra Regents*

*Full year 1 credit*

### **036605 GEOMETRY R**

The Geometry curriculum is based on the Common Core Standards adopted by New York State Education Department (NYSED). It is the second course in the commencement level sequence of Integrated Algebra, Geometry and Algebra 2. Euclidean geometry with and without coordinates will be the primary focus of this course. Students will begin to formalize their geometry experience with more precise definitions and will begin writing formal proofs. The concepts of congruence, similarity, and symmetry will be studied using geometric transformations (translations, rotations, reflections, dilations) and combinations of each transformation. Students will be taught triangle congruence. While studying triangle congruence, students will be exposed to congruence criteria (ASA, SAS, and SSS). While studying similarity transformations, students will formalize the similarity ideas of "same shape" and "scale factor" learned in middle school leading to triangle similarity that two pairs of corresponding angles are congruent. Students will also look at trigonometry and the use of the Laws of Sine and Cosines and the ambiguous case. Other geometry concepts will include circles, modeling geometry, geometric measurement and dimension, and expressing geometric properties with equations. Geometry will end with a state Regents Exam. All students are expected to take the Regents Exam in June. This is the same Regents Exam that will be taken by students in Geometry H. Upon the completion of Geometry H, students will be prepared to enter either Algebra 2 H or Algebra 2 R. For placement in Algebra 2H, students should demonstrate mastery (85 or better) of both Algebra and Geometry. *Prerequisite: Algebra Regents*

<http://www.engageny.org/sites/default/files/resource/attachments/nysp12cclsmath.pdf>

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **36606 GEOMETRY H**

Geometry H is the second course of a three-year Regents program in mathematics. The curriculum for this course is based upon the Common Core Standards. Students in Geometry H will look at the Geometry R curriculum with more depth and enrichment. Content will be expanded beyond the NYS Common Core Standards where applicable. To that end, students will have the opportunity to study more complex formal proofs including logic. Students will have a greater sense of making conjectures and proving them. More complex geometric situations will be explored and investigated, going beyond quadrilaterals, circles and triangles. Please see the Geometry R course description for additional information. Please visit the web link below for the New York State Common Core Standards. Geometry H will end with a state Regents Exam. This is the same exam taken by Geometry R students. All students are expected to take the Regents Exam in June. Upon the completion of Geometry H, students will be prepared to enter either Algebra 2 H or Algebra 2 R. *Prerequisite: The Mathematics Dept recommends Algebra H (85 or higher), Algebra R with teacher recommendation.* <http://www.engageny.org/sites/default/files/resource/attachments/nysp12cclsmath.pdf>

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **035507 ALGEBRA 2 R**

This course is a continuation of Algebra and Geometry. It is the final course in the New York State Algebra, Geometry, Algebra 2 and Trigonometry program based on COMMON CORE STANDARDS. Our Algebra 2 course will continue to develop algebraic techniques for students that continue their study of mathematics in courses such as Pre-Calculus and Calculus. Students will continue to use technology as a means to address problem situations that may be too complicated to model. Algebra 2 will cover an extension of the number system to include imaginary and complex numbers. Our students will study functions including polynomial, absolute value, radical, trigonometric, exponential, and logarithmic functions. They will analyze functions, interpret, build, examine linear and exponential functions, and extend their discussion to include trigonometric functions. Mathematical situations involving direct and indirect variation will be solved. Problem situations that result in systems of equations will be solved graphically and algebraically. Calculators will be used to model these processes. Teachers will instruct students how to use algebraic techniques to rewrite mathematical expression into multiple equivalent forms. Algebra 2 includes a comprehensive study of data analysis. Students will interpret categorical and quantitative data, and make inferences and justify conclusions. While studying probability, students will learn how to use Bernoulli Experiments to model theoretical probability. Students will also expand binomials. This course will end with the state Regents exam for Algebra 2 and Trigonometry. Please visit the web link below for the New York State Common Core Standards. Upon completion of Algebra 2 and Trigonometry, students will be eligible to take Pre-Calculus or AP Statistics *Prerequisite: Geometry R or Geometry H.*

<http://www.engageny.org/sites/default/files/resource/attachments/nysp12cclsmath.pdf>

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **035508 ALGEBRA 2 H**

Algebra 2 H is the third course of a three-year Regents program in mathematics. The curriculum for this course is based upon the NEW YORK STATE COMMON CORE STANDARDS. Students enrolled in Algebra 2 H are taking the last course in the new Algebra, Geometry, and Algebra 2 and Trigonometry state standards sequence. Students in Algebra 2 H will look at the Algebra 2 curriculum with more depth and enrichment. Although the general outline for this course parallels Algebra 2 R, students in Algebra 2 H will get a more detailed explanation of how mathematical concepts were derived and more extensive practice on applying them. The graphing calculator will be utilized more frequently as a tool to explore selected topics, linking them to past and future topics. A unique combination of Algebra 2 and Pre-Calculus techniques may be used during instruction, preparing students for more complex studies of mathematics in Pre-Calculus H. Please see the Algebra 2 R course description for additional information. Please visit the web link below for the New York State Common Core Standards. Upon the completion of Algebra 2 H, students will be prepared to enter either: Pre-Calculus R or Pre-Calculus H or AP Statistics. *Prerequisite: Geometry H or Geometry R with teacher recommendation.*

<http://www.engageny.org/sites/default/files/resource/attachments/nysp12cclsmath.pdf>

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **033315 APPLIED ALGEBRA 2 AND TRIGONOMETRY FOR COLLEGE**

**Applied Algebra 2 and Trigonometry for College** is part of our third year program for students who plan to continue their study of mathematics in college but are not seeking an Advanced Regents Diploma. The course also prepares students to take the SAT. Students taking **Applied Algebra 2 and Trigonometry for College** will study topics from our Algebra 2 Advanced Regents Diploma program with more depth. The graphing calculator is an integral part of this course, and is used as a tool to support learning. Upon completion of **Applied Algebra 2 and Trigonometry for College**, our students will have the option of enrolling in **Algebra 2** from our Advanced Regents Diploma Program or **College Topics** to further prepare them for college. This course does not meet NCAA requirements.

*Prerequisites: Algebra R, Applied Geometry for College or Geometry R*

*Full year 1 credit*

### **034447 STATISTICS**

Statistics is an introductory course in data analysis, probability, and inference. Students will be able to organize data, represent it graphically using a variety of displays, and describe the data numerically. Density curves, the normal distribution in particular, will be used to draw conclusions about data. Students will be able to explore the relationships between two-variable data using scatter plots and regression analysis. A study of how to collect and produce data will include an examination of sample and experimental design. The foundations of inference will be established with an extensive study of discrete and random variables, probability models, and the Binomial and Geometric distributions. Confidence intervals and significance tests will be applied to studies to examine the statistical significance of conclusions. This course culminates with a district developed final exam that counts for 20% of the student's final grade for the course.

*Prerequisite Courses: Applied Algebra 2 and Trigonometry for College and Algebra*

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **035030 COLLEGE TOPICS**

This course meets over a full year to provide for the needs of students who would like to complete a fourth year of mathematics. The course is designed to cover various topics offered in college level courses. Topics for the course are drawn from the Geometry and Algebra 2 program, Pre-Calculus and Calculus, and Statistics. A review of Number Theory will be conducted along with logic. Polynomial and rational functions will be taught at the including long division, remainder theorem, synthetic division and factor theorem. Exponential and logarithmic functions will be taught. Students will be introduced to operations with matrices. The last two units of the course will introduce students to limits and finding derivative techniques. The graphing calculator is required throughout this course. This **should not** be taken by students who have already passed Algebra 2R. *Prerequisite: Applied Algebra 2 and Trigonometry for College.*

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **034405 PRE-CALCULUS R**

This fourth year mathematics course expands the student's knowledge of mathematics previously learned. It also introduces new topics for consideration. Topics covered include the study of algebraic, exponential, logarithmic and trigonometric functions and their graphs. The study of analytic geometry is expanded and covered in greater depth. The topics presented are discussed in depth with the purpose of developing a thorough understanding of the mathematical concepts. The graphing calculator is required throughout this course. Upon completion of Pre-Calculus R, students can take either AP Statistics or Calculus. *Prerequisite: Algebra 2 R or Algebra 2 H.*

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **034406 PRE-CALCULUS H**

This fourth year mathematics course expands the student's knowledge of mathematics previously learned. It also introduces new topics for consideration. The minimum topics covered are the same as those listed for Pre-Calculus R (034415). The program, however, is enriched in both rigor and optional topics. Optional topics may include additional work in space visualization, number theory, matrices and determinants. The derivations/proofs of theorems play an intricate part in this class. Students are taught a variety of mathematical approaches to selected topics and begin developing a better understanding of how mathematics can be used to model more complex situations. Students will also begin exploring rates of change using derivatives and tangent lines, and their meaning. The graphing calculator is required throughout this course. Upon completion of Pre-Calculus H, students can enter either AP Calculus AB or AP Statistics. *Prerequisite: Algebra 2 H*

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **034415 CALCULUS**

This full year elective course is intended for students who have knowledge of college preparatory mathematics, including algebra, geometry, trigonometry and analytic geometry. Topics include functions and their graphs, limits and continuity, derivatives and their applications and an introduction to integral calculus with applications. Students enrolled in the course do not take the College Board AP Examination. Students who take this course will have the necessary knowledge to be successful in a college level calculus class. The graphing calculator is used extensively throughout this course.

*Prerequisite: Pre-Calculus R or Pre-Calculus H*

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **035035 SAT MATH PREPARATION**

This class is being offered to juniors and seniors who will take the SAT in March and June. Students enrolled in SAT Preparation classes will receive instruction from a certified math teacher. Students will have the opportunity to practice their high school mathematics and compare and contrast what skills will be needed on the SAT. Students should at the very minimum be enrolled in Algebra 2 and Trigonometry or have taken Algebra 2 and Trigonometry. This class was designed for students who wish to improve their test taking skills and improve their overall scores. This is a pass/fail semester course.

*One semester ¼ credit*

### **039999 MATH CENTER**

Department members offer additional help in mathematics. Students may be scheduled into the Center for Regents preparation (Algebra, Geometry, and/or Algebra 2) or academic intervention services. Students may also come to the Center for help during their free periods, provided that staff is available.

*This is a non-credit class*

## **ADVANCED PLACEMENT**

### **034437 ADVANCED PLACEMENT STATISTICS**

AP Statistics will provide a more rigorous study of the areas in course 035010:

Exploring data: Observing patterns and discrepancies in patterns

Planning studies: Deciding what and how to measure data

Anticipating patterns: Modeling using probability theory and simulation

Statistical inference: Confirming models

The aforementioned topics allow students to do research projects and apply their results using a variety of statistical models discussed in class. This course should be taken in addition to Pre-Calculus and Calculus studies. The expectation is that all students enrolled in the course will take the Advanced Placement Examination in order to receive AP weighting. Earning college credit is dependent upon performance on the Advanced Placement examination.

*Prerequisite: Algebra 2R or Algebra 2H*

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **034407 ADVANCED PLACEMENT ANALYTICAL GEOMETRY AND CALCULUS: AB LEVEL**

The Advanced Placement course in mathematics is a full year course in calculus and analytic geometry. The primary objective of the course is to give substantial training in differential and integral calculus, with sufficient applications to bring out the meaning and importance of the subject. The curriculum is based upon the program recommended by the College Board for Advanced Mathematics, Calculus AB. The expectation is that all students enrolled in the course will take the Advanced Placement Examination in order to receive AP weighting. Earning college credit is dependent upon performance on the Advanced Placement examination. *Prerequisite: Pre-Calculus H*

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **034417 ADVANCED PLACEMENT ANALYTICAL GEOMETRY AND CALCULUS: BC LEVEL**

The Advanced Placement course in mathematics is a full year course in calculus and analytic geometry. This course will extend work in differential and integral calculus, with the additional study of sequences and series. The curriculum is based upon the program recommended by the College Board for Advanced Mathematics: Calculus BC. This class meets every other day. The expectation is that all students enrolled in the course will take the Advanced Placement Examination in order to receive AP weighting. Earning college credit is dependent upon performance on the Advanced Placement examination. *Prerequisite: Pre-Calculus H and AB Calculus*

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*



## ACCELERATED MATH PROGRAM

The accelerated mathematics classes at Nyack High School are being offered to students who began acceleration in the middle school. It is a continuation of acceleration in the middle school. Students taking accelerated mathematics classes must have demonstrated exceptional mathematics ability in their study of mathematics in the classroom and on standardized assessments. The two courses (Geometry/Algebra 2 Honors, Algebra 2 Honors/Pre-calculus) will fast track students for AP Calculus in their junior year. Since three years of mathematics content is being covered in 2, it is recommended that students who did not begin acceleration in the middle school NOT enroll in the accelerated sequence. Course content will be modified based on student ability to keep pace with instruction. The traditional Honors track (Algebra (MS), Geometry H (9), Algebra 2H (10), Pre-Calculus H (11), AP Calculus (12)) is an option for other students.

### 036667 INTERGRATED GEOMETRY HONORS

Integrated Geometry Honors is for students enrolled in our accelerated mathematics classes beginning in the middle school. The majority of students enrolled in this class are expected to be in Grade 9. The course content is taught at an accelerated pace with the intentions of having students take the Common Core Geometry Regents in June of their freshman year or January if so determined by instructional pace. Upon completion of Integrated Geometry Honors, students will be eligible to take Integrated Algebra 2 Honors in their sophomore year. Integrated Geometry Honors will cover Common Core Standards for Geometry and portions of Common Core Algebra 2. Algebra 2 content will be determined at the teacher's discretion. Course content will include and is not limited to: (1) Congruence; (2) Similarity, Right Triangles, and Trigonometry; (3) Circles; (4) Geometric Properties with equations; (5) Modeling with Geometry; and (6) various Algebra 2 units. Students are expected to maintain a grade of 85 or better each quarter. Students will take the Common Core Geometry Regents.

*The prerequisite classes for Integrated Geometry Honors are Integrated Mathematics 7 and 8. Students must have successfully passed the Common Core Algebra Regents Exam.*

*Full year 1 credit*

### 036668 INTERGRATED ALGEBRA 2 HONORS

Integrated Algebra 2 Honors is for students enrolled in our accelerated mathematics classes beginning in the middle school. The course content is taught at an accelerated pace with the intentions of having students take the Algebra 2 Regents in June of sophomore year or January if so determined by instructional pace, and be ready for calculus in their junior year. Upon completion of the course, students will be eligible to take AP Calculus AB and/or BC. Algebra 2/Pre-Calculus will seamlessly integrate content from both classes. The course will cover Common Core Standards and may include, but not limited to: (1) The Complex Number System; (2) Vector Quantities and Matrices; (3) Seeing Structure in Expressions; (4) Arithmetic with Polynomials and Rational Expressions; (5) Creating Equations; (6) Interpreting functions; (7) Reasoning with Equations and Inequalities; (8) Trigonometry; (9) Linear, Quadratic, Exponential and Logarithmic Functions; (10) Limits; (11) Rates and Tangents; and (12) Statistics and Probability. Students will be expected to complete projects using research and give class presentations on applications of mathematics in the real world. Students are expected to maintain a grade of 85 or better each quarter. Students will take the Common Core Algebra 2 Regents Exam

Upon completion of Integrated Algebra 2 Honors, students will be eligible to take AP Calculus. Students must have successfully passed the Common Core Geometry Regents and the Common Core Algebra 2 Regents.

*The prerequisite classes for Integrated Algebra 2 Honors are Integrated Mathematics 7 and 8 (MS) and Integrated Geometry Honors.*

*Full year 1 credit*

## ROCKLAND COMMUNITY COLLEGE

*All Rockland Community College Courses require students to take the Accuplacer Exam*

### **037100 MAT 065 MATHEMATICS SKILLS RCC (Pending Accuplacer Results)**

This course is being offered at Nyack High School through cooperation with Rockland Community College (RCC). Mathematics Skills is ideal for students who plan on attending RCC. The course is offered to students upon unsatisfactory performance on RCC's math placement test, and is a semester long. Taking this course in high school will also prepare students for the placement test. Some of the topics being covered in this course include and are not limited to place value and rounding, basic arithmetic, order of operations, fractions, ratio and proportion, and percents. Since this course is being offered in cooperation with RCC there are registration costs. Students registering for this course will not receive any college credit hours for RCC because this is a remedial math course. Students may earn .5 credits for Nyack High School. Taking the course in high school will allow potential RCC students the opportunity to be successful on the placement test and/or completed a course in high school that they would've taken at RCC. Upon completion of this course, students will be able to enroll in MAT 101 Elementary Algebra. Textbooks provided by RCC at no cost to student.  
*Prerequisite: Applied Algebra 2 and Trigonometry for College* *One semester ½ credit*

### **037110 MAT 101 ELEMENTARY ALGEBRA RCC (Pending Accuplacer Results)**

This course is being offered at Nyack High School through cooperation with Rockland Community College (RCC). The prerequisite for this course is MAT 065, Mathematics Skills. This is a basic course in Algebra. Students taking this course in high school will earn 3 credit hours at RCC and any other college or university that will accept the credits. Since this is a college level course being offered at Nyack High School there are registration costs. Upon passing this course, students will receive 3 credit hours at RCC and .5 credits at Nyack High School. Some topics that will be covered in this course include and are not limited to linear equations and inequalities, systems of equations, factoring polynomials, quadratic equations and roots and radicals. Upon completion of this course, students will be able to take MAT 102 Intermediate Algebra. Textbooks provided by RCC at no cost to student. *Prerequisite: MAT 065*  
**Approved for NCAA DI and DII Athletic Eligibility** *One semester ½ credit*

### **037120 MAT 102 INTERMEDIATE ALGEBRA RCC (Pending Accuplacer Results)**

This course is being offered at Nyack High School through cooperation with Rockland Community College (RCC). The prerequisite for this course is MAT 065, Mathematics Skills. This is an Intermediate course in Algebra that will develop some of the topics covered in MAT 101, Elementary Algebra. Students taking this course in high school will earn 3 credit hours at RCC and any other college or university that will accept the credits. Since this is a college level course being offered at Nyack High School, there are registration costs. Upon passing this course, students will receive 3 credit hours at RCC and .5 credits at Nyack High School. Some topics that will be covered in this course include and are not limited to exponents and polynomials, linear functions, completing square, linear systems in three variables, Cramer's rule, synthetic division, and compound inequalities. Textbooks provided by RCC at no cost to students. *Prerequisite: MAT 101 Elementary Algebra or placement test*

**Approved for NCAA DI and DII Athletic Eligibility**

*One semester ½ credit*

### **037119 MAT 109 PRE-CALCULUS RCC**

This course is being offered at Nyack High School through cooperation with Rockland Community College (RCC). The prerequisite for this course is MAT 102 or RCC placement test. Students taking this course in high school will earn 3 credit hours at RCC and can be transferred to any other college or university that will accept the credits. Since this is a college level course being offered at Nyack High School, there are registration costs. Upon passing this course, students will receive 3 credit hours at RCC and .5 credits at Nyack High School. Some topics that will be covered in this course include and are not limited to relations and functions, exponential and logarithmic functions, binomial expansion, law of sines and law of cosines, and inverse trigonometric functions. Textbooks provided by RCC at no cost to students.

*Prerequisite: MAT 102 Elementary Algebra or placement test.*

**Approved for NCAA DI and DII Athletic Eligibility**

*One semester ½ credit*

## MUSIC

**9<sup>th</sup> GRADE**  
**CONCERT BAND (SD)**  
**JAZZ ENSEMBLE (SD)**  
**STRING ORCHESTRA (SD)**

**9<sup>th</sup> GRADE**  
**CHORUS (SD)**

**10<sup>th</sup> GRADE**  
**CONCERT BAND (SD)**  
**STRING ORCHESTRA (SD)**  
**CHAMBER ORCHESTRA (SD)**  
**JAZZ ENSEMBLE (SD)**  
**MUSIC THEORY(MK)**

**10<sup>th</sup> GRADE**  
**CHORUS (SD)**  
**WOMEN'S VOCAL ENSEMBLE**  
**ADVANCED CHORUS (SD)**  
**MUSIC THEORY (MK)**

**11<sup>th</sup> GRADE**  
**CONCERT BAND (SD)**  
**STRING ORCHESTRA (SD)**  
**CHAMBER ORCHESTRA (SD)**  
**JAZZ ENSEMBLE (SD)**  
**MUSIC THEORY(MK)**

**11<sup>th</sup> GRADE**  
**CHORUS (SD)**  
**WOMEN'S VOCAL ENSEMBLE**  
**ADVANCED CHORUS (SD)**  
**MUSIC THEORY (MK)**

**12<sup>th</sup> GRADE**  
**CONCERT BAND (SD)**  
**STRING ORCHESTRA (SD)**  
**CHAMBER ORCHESTRA (SD)**  
**JAZZ ENSEMBLE (SD)**  
**MUSIC THEORY(MK)**

**12<sup>th</sup> GRADE**  
**CHORUS (SD)**  
**WOMEN'S VOCAL ENSEMBLE**  
**ADVANCED CHORUS (SD)**  
**MUSIC THEORY (MK)**

**Suggested course of study for  
performing instrumentalist**

**Suggested course of study for  
performing vocalists**

### NOTES

- The above sequences are suggestions only.
- To fulfill the requirements for a five-unit sequence for Regents Diploma credit, a student must successfully complete five units of credit with representation from the areas of Musical Knowledge (MK) and Skill Development (SD). Both areas must be represented by a minimum of 2 credits, with the remaining units selected from either area.
- Students should take courses and plan sequences to meet their individual needs.
- Placement in Women's Vocal Ensemble and Music Theory must be by the instructor's recommendation.
- Placement in Chamber Orchestra and Advanced Chorus is by audition only (grades 10-12).
- Placement in Jazz Ensemble is by audition only (grades 9-12).
- Skill development courses may be taken for more than one year and can count towards the development of a five-unit sequence.

## MUSIC

All students are encouraged to study Music. This program provides an opportunity for students to develop an understanding of the history and culture of Music, to experience the excitement and satisfaction of creative expression, and to appreciate skill and achievement in traditional, experimental, and technological musical forms. Music courses vary from basic music instruction to the study of the aesthetics of music, from the classical to the contemporary. Interested students are encouraged to enroll in the music course of their choice.

### **INSTRUMENTAL**

#### **085070 CONCERT BAND**

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

The Nyack High School Band program is open to all wind and percussion players. The Band meets daily to study performance techniques as well as challenging, original repertoire by a wide variety of composers. All students are encouraged to enroll; however students who do not have prior musical instrument study must obtain the permission of the instructor. Participation in the Winter Concert, Spring Concert, and Graduation is a strongly encouraged aspect of this course.

*Full year 1 credit*

#### **085225 WIND ENSEMBLE**

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

The Wind Ensemble is an ensemble for advanced wind/brass/percussion players. The music studied and performed is of a high level and some of the most challenging in the standard repertoire. Students are exposed to music from a wide variety of periods, from Baroque to Contemporary, through performance, listening and score study. Class activities also include listening to, identifying and analyzing musical styles, forms, orchestration, and instrumentation. A high level of performance is expected from each student in the ensemble throughout the year. Participation in the Winter Concert, Spring Concert, and Graduation is a strongly encouraged aspect of this course. *Prerequisite: Permission of the instructor is strongly suggested. Seating is limited and an audition is required.*

*Full year 1 credit*

#### **085220 JAZZ ENSEMBLE**

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

The Jazz Ensemble is an ensemble for advanced wind/brass/percussion players. This group affords students the opportunity to explore play Big Band music. During daily rehearsal, many styles are explored, including those of Count Basie, Duke Ellington, Stan Kenton, Maynard Ferguson, Buddy Rich, Woody Herman, Glenn Miller, etc. Improvisational and small combo playing skills are developed. Additional opportunities A high level of performance is expected from each student in the ensemble throughout the year. *Co-requisite: Enrollment in Concert Band, Wind Ensemble, or another performing ensemble and permission of the instructor is strongly suggested. The instructor may make exceptions in special cases. The Jazz Ensemble performs many times during the school year. Seating is limited and an audition may be required.*

*Full year 1 credit*

#### **085100 ORCHESTRA**

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

The Nyack High School Orchestra program is open to all string players. The Orchestra meets daily to study performance techniques as well as standard string orchestra repertoire. Students are exposed to music from a wide variety of periods, from Baroque to Contemporary, through performance, listening and score study. Participation in the Winter Concert, Spring Concert, and Graduation is a strongly encouraged aspect of this course. *Prerequisite: Recommendation of prior school orchestra instructor is strongly recommended.*

*Full year 1 credit*

#### **085115 CHAMBER ORCHESTRA**

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

The Chamber Orchestra is an ensemble for the most advanced string players. Music studied and performed consists of the most challenging music in the standard string orchestra repertoire. Students are exposed to music from a wide variety of periods, from Baroque to Contemporary, through performance, listening and score study. Class activities also include listening to, identifying and analyzing musical styles, forms, orchestration and instrumentation. A high level of performance is expected from each student in the ensemble throughout the year. Participation in the Winter Concert, Spring Concert, and Graduation is a strongly encouraged aspect of this course. *Prerequisite: Completion of one year of String Orchestra and/or permission of the instructor is strongly suggested. Seating is limited and an audition may be required. The Chamber Orchestra performs at many times during the school year. Students from MS Chamber Orchestra are highly encouraged to audition for this ensemble.*

*Full year 1 credit*

## VOCAL

### 085040 CHORUS

#### Grades 9 - 12

Chorus is open to any student who enjoys singing or wants to improve their singing skills. Chorus meets daily to study vocal performance techniques and challenging, original repertoire in a variety of genres. Skills explored will include healthy vocal production, sight singing, critical listening, public performance, collaboration, and musicality. Student progress is marked by active participation in singing activities as well as regular assessments. Students are encouraged to study and perform solo works for voice as assigned by the instructor. Participation in the Winter and Spring Concerts is strongly encouraged and an adjudicated performance may also be suggested.

*Full year 1 credit*

### 085150 WOMEN'S VOCAL ENSEMBLE

#### Grades 10 - 12

Treble Chorus is open to any qualified student interested in singing choral music written for soprano and alto voices. This course meets daily to study vocal technique and repertoire specifically designed for "high" voice. It will include music in 3, 4 or more parts and will challenge participants to build their skills in voice, reading, and musicianship. Participation in the Winter and Spring Concerts is strongly encouraged. *Prerequisite: Permission of the instructor is strongly suggested.*

*Full year 1 credit*

### 851300 ADVANCED CHORUS

#### Grades 10 - 12

Advanced Chorus is an opportunity for motivated, qualified students to become more accomplished vocal musicians. This ensemble is expected to perform at the highest level, with challenging repertoire and increased responsibility. Students will become exemplars in healthy vocal production, sight singing, critical listening, public performance, and musicality, at the highest level of rigor. Students will be required to study and perform solo works for voice as assigned by the instructor, and are encouraged to explore their own musical interests as well. Participation in the Winter Concert, Spring Concert, and Graduation is a strongly encouraged aspect of this course, and an adjudicated performance may also be suggested. In addition, students will be challenged by community (and other) performances as suggested by the instructor. Students in Advanced Chorus are encouraged to pursue other performance opportunities, including NYSSMA solo festival.

*Prerequisite: Completion of **Chorus**; permission of the instructor and audition is suggested. Seating is limited. The Advanced Chorus performs at many times during the school year.*

*Full year 1 credit*

### 085030 MUSIC THEORY

#### Grades 10 - 12

This course is designed for the serious music student, presenting the basic ingredients of the art of music. The fundamental elements and structures of music will be addressed through the study of basic notation, melodic and harmonic dictation, voice leading, figured bass realization, sight-singing, keyboard skills, composition, improvisation, and score analysis. Music performance ability is required for this course. Access to a keyboard is imperative, as is the ability to work independently throughout the year. This course is strongly recommended for seniors who plan to study music in college. Instructor's permission is suggested for juniors and sophomores.

*Music Theory is required for a 5-unit sequence.*

*Full year 1 credit*

### 085031 MUSIC TECHNOLOGY

#### Grades 9 - 12

Text: Making Music with GarageBand and Mixcraft

*No prior music instruction or training is required*

**Music Technology** explores the principles of audio and sound recording. Emphasis is placed upon advancing students' digital literacy and technical abilities through collaborative projects that challenge students to "think different". It is our goal to increase opportunities beyond the world of traditional music education and strict

performance, to a world of career opportunities that exist in the 21<sup>st</sup> Century job market: Film scoring, commercial advertising, media production, acoustic engineering, TV/Radio production, e-media/web production, electronic systems design, music composing, and arranging. Although playing an instrument is not necessary or required, students are encouraged to bring them in if they would like to record themselves for use in a project. This course utilizes the Inspire

Nyack Mac Music lab.

*One semester ½ credit*

### **085041 PIANO I BEGINNING PIANO**

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

Text: Alfred's All In One Piano Course Level I

*No prior music instruction or training required.*

To provide a positive music learning experience for each student through the development of basic piano skills. The course operates largely on an individual basis. In this manner, the varying degrees of ability can be effectively addressed. The main activities utilized to accomplish piano learning are skill proficiencies and in class playing performance / assessment. The course is designed to provide an introduction to basic piano skills and as a basis for further study should the student desire to continue to Piano II, Advanced Piano.

Topics covered in the course are:

1. Familiarization with the piano keyboard
2. Proper playing position, technique, posture
3. Learn chord structure
4. Note and rhythm reading
5. Develop positive performance behaviors
6. Study basic components of music - melody, harmony, rhythm, form, expression, style
7. Develop an appreciation for music
8. Engage in piano as both performer and listener

This course utilizes the Inspire Nyack Mac Music lab.

*One semester ½ credit*

### **085042 PIANO II ADVANCED PIANO**

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

Text: Alfred's All In One Piano Course Level II & III

*Completion of Piano I, or exemption by demonstration of ability required*

This course is intended for students who wish to take their piano playing to a higher level. Students will be able to read piano music and the course will focus on a more performance level of piano playing.

*One semester ½ credit*

### **085032 MUSIC TECHNOLOGY II**

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

*Completion of Music Tech I required*

Level 2 explores the Pro audio world and the software that would be used. We will use Pro Tools, the industry standard for professional audio to learn how to properly mix and master tracks. This course is project based and students will be required to use and build upon the basic skills acquired in Music Tech I to complete these projects. The course is aimed to prepare students interested in pursuing a career in audio engineering or music technology and will offer a similar curriculum to what many students first receive in their first years of Higher Education

This courses utilizes the Inspire Nyack Mac Music lab. .

*One semester ½ credit*

## **PHYSICAL EDUCATION & HEALTH EDUCATION**

**PHYSICAL EDUCATION 9-12  
ADAPTED PHYSICAL EDUCATION**

**HEALTH EDUCATION**

**CRITICAL ISSUES IN HEALTH**

## PHYSICAL & HEALTH EDUCATION

### **PHYSICAL EDUCATION SCHEDULING**

**All students must enroll in a physical education course each semester.** Physical education classes meet 2 times in a 5-day cycle. The goal of the high school Physical Education and Health experience is prepare students to live a healthy and physically active lifestyle. Physical Education and Health courses are an integral part of the total school curriculum. The foundation for this curriculum is guided by the New York State learning standards.

#### **095210 PHYSICAL EDUCATION- FALL**

#### **095220 PHYSICAL EDUCATION- SPRING**

##### **Grades 9 – 12**

Physical education promotes a physically active lifestyle through the individual development of skills, strategy and personal/social responsibility and safety in activity settings. The curriculum includes a wide range of activities that promote socialization, develops interest in participation, facilitates daily life, and enriches leisure time. Instructional content areas include: fitness, personal performance activities, net and/or wall sports, team passing sports, target sports, outdoor activities, dance and aesthetic sports, and striking and/or fielding sports. *One semester ¼ credit*

#### **095113 ADAPTED PHYSICAL EDUCATION - FALL**

#### **095123 ADAPTED PHYSICAL EDUCATION - SPRING**

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

Adapted physical education is available for those students who may not safely or successfully engage in unrestricted participation in the activities of the physical education program. Adapted physical education is designed as a program of developmental activities, sports, games and rhythms suited to the interests, capacities and limitations of pupils with handicapping conditions. *One semester ¼ credit*

#### **095005 HEALTH EDUCATION**

##### **Grade 10 – 12**

Health Education is a required one-semester course that provides the foundation of information and enhances each student's understanding necessary in making healthy lifestyle choices. The health curriculum includes a wide variety of interrelated conceptual areas. Two general instruction areas (functional knowledge and life skills) shape health education instruction. The Functional Knowledge content includes such areas as nutrition, physical activity, tobacco, HIV/AIDS/STI, family/sexual health, alcohol and other drugs, unintentional injury and violence prevention. The Life Skills content includes such areas as self-management, relationship management, stress management, communication, planning and goal setting, Decision Making and Advocacy. Individualized assignments offer students the opportunity to promote healthy lifestyle choices through volunteer work, job-related experiences and community activities. *One semester ½ credit*

### **Elective:**

#### **095401 CRITICAL ISSUES IN HEALTH**

This course is an extension of Health Education, covering units in more depth. This course provides students with decision-making skills and experiences related to critical health issues on a more mature level. This course covers life skills needed for after high school. Topics covered in the class include: stress management; values clarification, fitness, nutrition and body image, drugs, parenting school violence, sexual health, and leadership skills. *One semester ½ credit*



## SCIENCE

8 <sup>th</sup> – 9 <sup>th</sup>	Living Environment Regents	
9 <sup>th</sup> – 10 <sup>th</sup>	Chemistry Regents Chemistry Honors	Earth Science Regents
10 <sup>th</sup> – 11 <sup>th</sup>	Physics Regents Physics Honors AP Environmental Science AP Physics 1 AP Biology Introduction to Science Research (1)	Chemistry Regents Chemistry Honors AP Environmental Science General Chemistry for College Physical Science for College Conceptual Physics
11 <sup>th</sup> – 12 <sup>th</sup>	Physics Regents Physics Honors AP Environmental Science AP Biology AP Physics 1 AP Physics 2 AP Chemistry Forensics Botany/Horticulture Authentic Science Research (2)	Chemistry Regents Chemistry Honors Physics Regents Physics Honors AP Environmental Science AP Biology AP Physics 1 AP Physics 2 Forensics Botany/Horticulture General Chemistry for College Physical Science for College Conceptual Physics

**NOTES:**

1. **Authentic Science Research** is a program associated with SUNY Albany where students can earn up to 12 college credits for planning and implementing an independent research project over a 3 year period. It **MUST** be taken concurrently with another rigorous science course
2. Students may double up in science and take two science classes in a year – with the permission of the department chairman.

**Reports indicate that the quantity of scientific knowledge approximately doubles every 13 years!**

## SCIENCE

We live in a society that will increasingly depend on the ability of people to work collaboratively and solve problems using information from a large variety of sources. To help prepare our students for the future we need to introduce them to the most current information and scientific concepts AND provide them with the tools to understand and apply the new information that arises each year. The Science Program at Nyack High School offers a selection of courses designed to meet these needs: whether the student is thinking about joining the workforce, the military, or college. Further, the department offers a number of classes specifically designed to give a head start to those individuals who are thinking about careers in the science and technology areas.

Students are required to earn a minimum of three (3) science credits to obtain a high school diploma. Two Elective science classes meet five times in a 5-day cycle and all laboratory classes meet nine times in a 6-day cycle. To be competitive in the college admissions process and prepared for study in any health, technological, or scientific career, students should complete the regents courses in Biology, Chemistry, and Physics or higher.

**NOTE:** College bound students should take at least 3 years of Regents, Honors, and/or AP science to earn an Advanced Regents diploma. These requirements are:

<b>Science Graduation Requirements</b>	<b>Science Graduation Requirements for an Advanced Regents Diploma</b>	<b>What College Science Majors Should Take</b>
Three science credits	Three science credits	Three science credits
Pass at least one science Regents exam (Earth Science or Living Environment)	Pass at least two science Regents Exams (Living Environment AND either Earth Science, Chemistry or Physics)	Pass all 4 Science Regents Exams AND an AP or a college level science class

### **THE CORE SCIENCE PROGRAM**

Courses taken by students in grades 9-11 lay the foundation for electives that may be taken in the senior year.

Successful completion of these courses will enable our college bound students to succeed as non-science majors, and they help prepare individuals to enter the job market. For those students who plan on continuing as science majors in college our introductory Regents level courses will provide students with the fundamentals needed to succeed in higher level programs.

All Regents (R) and Honors (H) courses require students to have a satisfactory lab record in order to take a Regents Exam. Students must be able to document at least 1200 minutes of lab time through the submission of graded lab reports. Regents courses are based on NY state core curriculum guides. Honors courses are based on College Board curriculum recommendations and are designed to prepare students for the SAT II subject test, which is a higher performance standard than the Regents. Students will be given locally developed quarterly exams in each science course. The Regents Exam will count as the 4<sup>th</sup> Quarter exam (final) in Earth Science, Living Environment, Chemistry, and Physics. In Regents courses, students should expect to spend 20 or more minutes each night with homework and study. In Honors courses students should expect to spend 40 or more minutes each night with homework and study.

### **041105 EARTH SCIENCE R**

#### **Grade 9 – 10**

This is a laboratory oriented program of study that discusses topics that include an emphasis on interpretation of the natural phenomena associated with geology, the weather, and the solar system makes this a most interesting course. Some of the interesting topics covered include the science behind earthquakes, volcanoes, formation of mountain ranges, the formation of stars and planets, as well as the science of hurricanes and tornadoes. The Regents examination, including a hands-on laboratory practical portion, is the final examination. A minimum of 1200 lab minutes is required before students can take Regents Examination.

*2 Laboratory Periods  
Full year 1 credit*

**Approved for NCAA DI and DII Athletic Eligibility**

## **042205 LIVING ENVIRONMENT R**

### **Grade 9**

This laboratory based program covers a complete understanding of man's role in the environment, the role of DNA and chromosomes in the inheritance of traits, the normal regulation of our body under different conditions, and the underlying biological theme of evolution. Upon completion of the course students are required to take the Living Environment Regents Examination. A minimum of 1200 lab minutes is required before students can take the Regents Examination.

*2 Laboratory Periods  
Full year 1 credit*

**Approved for NCAA DI and DII Athletic Eligibility**

## **042305 ENL LIVING ENVIRONMENT R**

### **Grades 9-12**

This course has the same description as above but will be taught using the student's language to prepare for the New York State Living Environment Regents in June.

*2 Laboratory Periods  
Full year 1 credit*

## **043305 CHEMISTRY R**

### **Grades 9-11**

This course is a college preparatory course with a laboratory component. Major topics include atomic structure, chemical bonding, the physical behavior of matter, the periodic table, solutions, oxidation and reduction chemistry, acids and bases, organic chemistry, and nuclear chemistry. Topics are reinforced by laboratory work. Students are required to take the New York State Regents Examination in Chemistry at the completion of the course. A minimum of 1200 lab minutes is required before students can take the Regents Examination.

*Prerequisite: Successful completion of Algebra. The Mathematics Coordinator also suggests that students be enrolled in Algebra 2 while taking Chemistry*

*2 Laboratory Periods  
Full year 1 credit*

**Approved for NCAA DI and DII Athletic Eligibility**

## **043306 CHEMISTRY H**

### **Grade 9-11**

The course prepares students to take the SAT II in chemistry. The topics in Chemistry Honors parallel the topics of Chemistry Regents. However, the topics are covered in more depth and with a significant emphasis on the mathematical relationships in chemistry. Extended topic areas include electron configuration, stoichiometry, ideal gas law, intermolecular forces, Hess' law, Gibbs free energy, and Bronsted-Lowry acid/base theory. A minimum of 1200 lab minutes is required before students can take the Regents Examination. *Prerequisite: Successful completion of Regents level Algebra. The Mathematics Coordinator also suggests that students be enrolled in Algebra 2 while taking Chemistry.*

*2 Laboratory Periods  
Full year 1 credit*

**Approved for NCAA DI and DII Athletic Eligibility**

## **044403 GENERAL CHEMISTRY FOR COLLEGE**

### **Grades 10 - 12**

This course is designed for students who plan to continue their study of science in college but are not seeking to obtain an Advanced Regents Diploma upon graduation. Much of the coursework will be connected to real world applications of Chemistry. This course will examine topics such as the impact of the chemical industry on the environment and our health, and how we can use chemistry to solve our pollution and energy crisis. The use of projects and other alternative forms of assessments will be used to monitor student understanding. Laboratory work will be used to examine some of the principles of energy, matter, and other chemical properties. Successful completion of this course will prepare students for college level chemistry. Upon completion of **General Chemistry for College**, students will be able to take Chemistry Regents or **Conceptual Physics**. This course does not meet NCAA requirements. *Prerequisites: Earth Science or Living Environment (Biology)*

*Full year 1 credit*

## **044404 CONCEPTUAL PHYSICS**

### **Grades 10 - 12**

This is a descriptive and less quantitative introduction to physics for the student who wants to learn about how the physical world affects him/her. Although there aren't additional lab period, much of the course will be spent in deriving basic principles from extensive laboratory work. Successful completion of this course will help prepare students for career and college entrance skills. Upon completion of the course students must take a local final examination.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

## **044405 PHYSICS R**

### **Grades 10 - 12**

Students in this course will be engaged in the study of motion, forces, electricity, magnetism, waves, optics, and quantum mechanics. Students will apply basic algebra to solve problems and make predictions about the physical world. Experiments and projects will reinforce student understanding. This course will provide an essential foundation for college-level study of earth science, chemistry, engineering, astronomy, architecture, mathematics, and computer science. The course requires hands-on laboratory experience with written laboratory reports. Upon completion of the course students must take the Physics Regents Examination in June. A minimum of 1200 lab minutes is required before students can take the Regents Examination. *Prerequisite: Successful completion of Algebra 2R or 2H, Living Environment and Chemistry*

*2 Laboratory Periods  
Full year 1 credit*

**Approved for NCAA DI and DII Athletic Eligibility**

## **044406 PHYSICS H**

### **Grades 11 - 12**

Honors physics is an accelerated physics course that incorporates several SAT II level topics in addition to the Regents curriculum. Students in this course will be engaged in the study of motion, forces, energy, electricity, magnetism, waves, optics, and quantum mechanics. Students will apply algebra to solve problems and make predictions about the physical world. Experiments and projects will reinforce student understanding. This course will provide an essential foundation for college-level studies in engineering, mathematics, or the sciences. The course requires hands-on laboratory experience with written laboratory reports. Upon completion of the course students must take the Physics Regents Examination in June. A minimum of 1200 lab minutes is required before students can take the Regents Examination in. *Prerequisite: Successful completion of Algebra 2R or 2H, Living Environment and Chemistry.*

*2 Laboratory Periods  
Full year 1 credit*

**Approved for NCAA DI and DII Athletic Eligibility**

## **045010 INTRODUCTION TO AUTHENTIC SCIENCE RESEARCH**

### **Grade 10**

This course affords students the opportunity to participate in the community of scientific research and scholarship. Students begin to explore research of interest: mathematics, physical science, life sciences, social sciences or psychology. It is designed for students of diverse backgrounds and ability levels who are willing to work hard and are interested in exploring a topic that is relevant to them. Basic laboratory activities, research and summarizing articles, public speaking, are the main focus for the course. Meets 3 times in a 6-day cycle. This course does not meet NCAA requirements.

*Full year 1 credit*

## **045020 AUTHENTIC SCIENCE RESEARCH**

### **Grades 11 - 12**

The science research course is designed to provide students an opportunity to study an area of their own interest in science over a period of three years. Students will work with a scientist to do original scientific research. Students enter and compete in local scientific competitions as well as the national Intel/Westinghouse competition. Students can earn college credit by taking this course. Successful completion of the three year sequence enables the student to earn up to 12 college credits from SUNY Albany. This course does not meet NCAA requirements.

*Prerequisite: Students must be enrolled in an additional rigorous science.*

*Full year 1 credit*

## **045050 PHYSICAL SCIENCE FOR COLLEGE**

### **Grades 10 - 12**

This course is designed for students who plan to continue their study of science in college but are not seeking to obtain an Advanced Regents Diploma upon graduation. The course will be guided by the New York State Standards for science in Earth Science, Chemistry and Living Environment. Some topics include global warming, sources of energy, ecology, and the principles of space exploration physics employed to get an object such as spaceship into. Students taking this course will be prepared to take core college level science classes. *Prerequisites: Earth Science or Living Environment (Biology) or Chemistry*

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

## **042210 BOTANY/HORTICULTURE**

### **Grade 11-12**

This is a course available for students who wish to take an additional science course that doesn't end with a Regents exam. The fall semester will involve students in project based learning, involving a good deal of outside field work to learn the basics of Plant Science. During the spring semester students will gain hands-on experience in the science and art of Horticulture: growing flowers and vegetables. Here again students will spend a good deal of time in outside projects. You must be willing to get dirty! This course does not meet NCAA requirements. *Prerequisite: Successful completion of one Regents science class and Algebra 2.* *Full year 1 credit*

## **45040 FORENSICS AND INVESTIGATIVE SCIENCE**

### **Grades 11 - 12**

Recent advances in scientific methods and principles have had an enormous impact upon law enforcement and the entire criminal justice system. This course is intended to provide an introduction to understanding the science behind crime detection. Emphasis is placed upon understanding the science behind the techniques used in evaluating physical evidence. Topics included are blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass compositions and fragmentation, fingerprints, soil comparisons, and arson investigations, among others.

This course may be offered in limited sections. Priority will be given to students who need a third credit in science and/or seniors who need a science credit for graduation. *Prerequisite: Successful completion of at least one Regents science course and a passing grade on at least one Science Regents exam.* *Full year 1 credit*

## **043678 ENL SCIENCE**

### **Grade 9 - 12**

A course for non-English speaking students which gives a survey of the basic topics in science. Emphasis is placed on laboratory skill introduction, vocabulary development, and speaking and writing, using the concepts developed in class. Students will take a local final exam in June. *Full year 1 credit*

## **049999 SCIENCE CENTER**

Department members offer additional help in science in the Center. Students may be scheduled into the Center for Regents preparation or academic intervention services in the content areas of Living Environment and/or Chemistry. Students may also come to the Center for help during their free periods, provided that staff is available.

*Full year non-credit class*

## **ADVANCED PLACEMENT**

### **044207 ADVANCED PLACEMENT BIOLOGY**

#### **Grades 10 - 12**

The Advanced Placement Biology course is designed to be the equivalent of an introductory course taken by biology majors during their first year of college. The content of the course consists of molecules and cells, heredity and evolution, and organisms and populations. The material is organized into the following major themes that recur throughout the course: science as a process, evolution, energy transfer, continuity and change, relationship of structure to function, regulation, interdependence in nature and science, technology, and society. These themes are used to help students organize concepts and topics into a coherent conceptual framework. The expectation is that all students enrolled in the course will take the Advanced Placement Examination in order to receive AP weighting. Earning college credit is dependent upon performance on the Advanced Placement examination. *Prerequisite: Successful completion of Regents Chemistry and Living Environment* *2 Laboratory Periods*

**Approved for NCAA DI and DII Athletic Eligibility** *Full year 1 credit*

### **044307 ADVANCED PLACEMENT CHEMISTRY**

#### **Grades 11 - 12**

The Advanced Placement Chemistry course is designed to be the equivalent of a two-semester course in general chemistry, usually taken during the first year of college. The course covers the following content: structure of matter, states of matter, stoichiometry, reaction types, equilibrium, kinetics and thermodynamics, and descriptive chemistry and laboratory. These subjects are studied in depth with the aid of a variety of resource and reference material as well as laboratory experiences. The expectation is that all students enrolled in the course will take the Advanced Placement Examination in order to receive AP weighting. Earning college credit is dependent upon performance on the Advanced Placement examination. *Prerequisite: Successful completion of Regents Chemistry and Physics.* *2 Laboratory Periods*

**Approved for NCAA DI and DII Athletic Eligibility** *Full year 1 credit*

## **College Board AP Physics Changes Made in 2014 -2015**

The College Board AP Physics program has changed. The AP program now offers four physics courses: AP Physics 1: Algebra based, AP Physics 2: Algebra-based, AP Physics C: Mechanics, and AP Physics C: Electricity and Magnetism. The change in College Board's AP Physics offerings was guided by the National Research Council and National Science Foundation. College Board collaborated with college and university educators, and AP teachers to develop two year long AP Physics courses to replace AP Physics B. AP Physics 1: Algebra-based and AP Physics 2: Algebra-based are the equivalent of the first and second semesters of introductory, algebra-based college courses. Since these courses were developed to be yearlong courses, AP teachers have time to foster deeper conceptual understanding through student-centered, inquiry-based instruction. Our students will have time to master foundational physics principles while engaging in science practices to earn credit or placement.

### **045408 ADVANCED PLACEMENT PHYSICS I**

AP Physics 1 is an algebra-based, introductory college-level physics course and is equivalent to a first-semester college course. The course covers/explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through an inquiry based learning approach, students will develop scientific critical thinking and reasoning skills. The course requires hands-on laboratory experience with written laboratory reports. The expectation is that all students enrolled in the course will take the Advanced Placement Examination in order to receive AP weighting. Earning college credit is dependent upon performance on the Advanced Placement examination and are strongly encouraged to enroll in AP Physics 2 the following year.

*Prerequisite: Successful completion of Algebra 2R, or 2H, Living Environment and Chemistry*

Visit:[http://media.collegeboard.com/digitalServices/pdf/ap/ap\\_physics1\\_2page\\_course\\_overview.pdf?ep\\_ch=PR&ep\\_mid=10835566&ep\\_rid=137381472](http://media.collegeboard.com/digitalServices/pdf/ap/ap_physics1_2page_course_overview.pdf?ep_ch=PR&ep_mid=10835566&ep_rid=137381472) for more information *Full year 1 credit*

### **045507 ADVANCED PLACEMENT PHYSICS 2**

AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through an inquiry based learning approach, students will develop scientific critical thinking and reasoning skills. The course requires hands-on laboratory experience with written laboratory reports. The expectation is that all students enrolled in the course will take the Advanced Placement Examination in order to receive AP weighting. Earning college credit is dependent upon performance on the Advanced Placement examination.

*Prerequisite: Successful completion of Honors Physics or AP*

*Physics* Visit:[http://media.collegeboard.com/digitalServices/pdf/ap/ap\\_physics2\\_2page\\_course\\_overview.pdf?ep\\_ch=PR&ep\\_mid=10835566&ep\\_rid=137381472](http://media.collegeboard.com/digitalServices/pdf/ap/ap_physics2_2page_course_overview.pdf?ep_ch=PR&ep_mid=10835566&ep_rid=137381472) for more information *Full year 1 credit*

### **044417 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

#### **Grades 11 - 12**

The Advanced Placement Environmental Science course is designed to be the equivalent of an introductory college course in environmental science with an emphasis on scientific analysis through both laboratory and field investigations. The largest component of the course is ecology, the study of interactions between living things and their environment. Other topics include human population dynamics, resources, environmental quality, and global changes and their consequences. It is recommended that students planning to take AP Environmental Science have taken three years of high school laboratory science: one year of living environment, and one year of earth science and chemistry. Because quantitative analysis is required in the course, students should also have taken at least one year of Algebra, i.e., Mathematics A. The expectation is that all students enrolled in the course will take the Advanced Placement Examination in order to receive AP weighting. Earning college credit is dependent upon performance on the Advanced Placement examination.. *Prerequisite: Successful completion of Regents Earth Science, Chemistry, and Living Environment*

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

## PROJECT LEAD THE WAY

<b>PLTW: Engineering</b>	<b>PLTW: Biomedical Science</b>
<b>Introduction to Engineering</b>	<b>Principles of Biomedical Science</b>
<b>Aerospace Engineering</b>	<b>Human Body Systems</b>
<b>Principles of Engineering</b>	<b>Medical Interventions</b>
<b>Engineering Design and Development</b>	<b>Biomedical Innovation</b>

## **PROJECT LEAD THE WAY**

Project Lead the Way provides a comprehensive approach to STEM Education. Through activity-, project-, and problem-based curriculum, PLTW gives students a chance to apply what they know, identify problems, find unique solutions, and lead their own learning. For educators, our engaging, rigorous teacher professional development model provides tools to empower students and transform the classroom into a collaboration space where content comes to life.

### **PLTW ENGINEERING**

In PLTW Engineering, students engage in open-ended problem solving, learn and apply the engineering design process, and use the same industry-leading technology and software as are used in the world's top companies. Students are immersed in design as they investigate topics such as sustainability, mechatronics, forces, structures, aerodynamics, digital electronics and circuit design, manufacturing, and the environment, which gives them an opportunity to learn about different engineering disciplines before beginning post-secondary education or careers. Each course in the Engineering sequence builds on the skills and knowledge students gain in the preceding courses.

#### **036379 INTRODUCTION TO ENGINEERING DESIGN**

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use engineering notebook to document their work.

*Full year 1 credit*

#### **036479 AEROSPACE ENGINEERING**

This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.

*Full year 1 credit*

#### **036383 PRINCIPLES OF ENGINEERING**

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

*Full year 1 credit*

### **PLTW BIOMEDICAL SCIENCE**

The rigorous and relevant four-course PLTW Biomedical Science sequence allows students to investigate the roles of biomedical professionals as they study the concepts of human medicine, physiology, genetics, microbiology, and public health. Students engage in activities like investigating the death of a fictional person to learn content in the context of real-world cases. They examine the structures and interactions of human body systems and explore the prevention, diagnosis, and treatment of disease, all while working collaboratively to understand and design solutions to the most pressing health challenges of today and the future. Each course in the Biomedical sequence builds on the skills and knowledge students gain in the preceding courses.

#### **036380 PRINCIPLES OF BIOMEDICAL SCIENCE**

In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

*Full year 1 credit*

#### **036381 HUMAN BODY SYSTEMS**

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal Maniken; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical case.

*Full year 1 credit*



## **SOCIAL STUDIES**

**GLOBAL HISTORY 9 R, H**

**ENL GLOBAL HISTORY I**

**GLOBAL HISTORY 10 R, H**

**ENL GLOBAL HISTORY II**

**U. S. HISTORY & GOVERNMENT  
11 R, H**

### **ECONOMICS AND GOVERNMENT**

**ECONOMICS/FINANCIAL LITERACY  
PARTICIPATION IN GOVERNMENT 12  
THE AMERICAN ECONOMY 12  
ENL PARTICIPATION IN GOVERNMENT AND  
ECONOMICS**

### **ADVANCED PLACEMENT**

**ADVANCED PLACEMENT WORLD HISTORY  
ADVANCED PLACEMENT AMERICAN HISTORY  
ADVANCED PLACEMENT ECONOMICS  
ADVANCED PLACEMENT GOVERNMENT &  
POLITICS  
ADVANCED PLACEMENT PSYCHOLOGY  
ADVANCED PLACEMENT HUMAN GEOGRAPHY**

### **ELECTIVES**

**INTRODUCTION TO PSYCHOLOGY  
HIST 116 RCC-  
CIVIL RIGHTS MOVEMENTS IN AMERICA  
CRIMINAL LAW  
ETHNIC STUDIES  
RACE RELATIONS IN THE UNITED STATES  
WOMEN STUDIES  
W.I.S.E GOVERNMENT**

## SOCIAL STUDIES

Social Studies encompass a four year curriculum designed for students to develop a global historical perspective. Through an understanding of human challenges, reactions and accomplishments of the past and present, students will explore civilizations that have shaped our history. Students will develop an understanding of the history, geography and pluralistic nature of the civic institutions of the United States. They will be expected to demonstrate critical-thinking, decision making and problem solving skills when presented with multiple perspectives. The curriculum adheres to the New York State Education Department's course requirements and the Learning Standards for Social Studies.

### **021105 GLOBAL HISTORY AND GEOGRAPHY 9 R**

Global History and Geography 9R is designed to give students an insight into the major developments of world history across time and place. Students will examine the key events, people and themes of history from the dawn of civilization to the European Age of Enlightenment. The class will use primary and secondary source documents to explore major events in history. Students will also learn how to apply themes such as belief systems, justice and human rights, nationalism, diversity and change to their study of history. Throughout the year, students will be using a variety of methods to look at these key historical themes from multiple perspectives and disciplines. Students will take the Regents Examination in Global History and Geography at the end of their sophomore year.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **021106 GLOBAL HISTORY AND GEOGRAPHY 9 H**

The coursework for Global History 9 Honors emphasizes student-generated analysis and inferences as well as preparation for AP level work. Students will be assessed with AP style multiple-choice questions and document-based essay writing with limited scaffolding. More in-depth analysis of historical documents, including primary and secondary sources, is a key focus of Global History 9 Honors. Students will take a Regents Examination in June of their second year that will cover material from both years. In addition, they will have an opportunity to take either Global History & Geography 10H or AP World History during their sophomore year.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **022205 GLOBAL HISTORY AND GEOGRAPHY 10 R**

Global History 10R is the second part of the course and will begin with the French Revolution and continue through the present day. Students will develop an understanding of the chronology of history. Additionally, they will examine recurring themes, including turning points, conflict, diversity, human rights, interdependence, nationalism, and science and technology. Students will also be expected to investigate issues and themes from multiple perspectives and make global connections that lead to an in-depth understanding of the topic at hand. Teachers will use a variety of methods including mini-lectures, role-playing activities, class debates, group work and student presentations to address students individual learning styles. Students will also interpret and analyze a variety of primary and secondary sources to develop their understandings of history. An assortment of traditional and alternative assessments will be incorporated to measure student mastery of the content and skills. The final assessment will be the New York State Global History and Geography Regents Exam.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **022206 GLOBAL HISTORY AND GEOGRAPHY 10 H**

Students in 10H will begin their studies with the French Revolution and culminate with present time. This course will challenge students by using AP style, multiple-choice questions in preparation for the state assessment. Students will be expected to collaborate in groups, using problem solving and critical thinking skills. They will use technology to gather, analyze, and synthesize information for application in class. Primary and secondary source documents will be studied in detail with an emphasis on historical perspectives and interpretation. Students will learn how to read and write critically in preparation for future challenging courses in the 11<sup>th</sup> grade and beyond.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **025467 ENL GLOBAL HISTORY I**

Students in ENL Global History and Geography will be learning the 9<sup>th</sup> grade curriculum. Intermediate level ENL students will be challenged to continue developing their English language skills while learning Social Studies content. This class is taught by a certified social studies teacher and as well as an ENL certified teacher who provides dual language support. Students are expected to develop reading and writing skills as well as the ability to interpret documents, which parallels the mainstream Global History curriculum.

*Full year 1 credit*

**021102 ENL GLOBAL HISTORY II**

Students in ENL Global History and Geography will be learning the 10<sup>th</sup> grade curriculum. Advanced level ENL students will be challenged to continue developing their English language skills while learning Social Studies content. The class is taught by a teacher with dual-certification (Social Studies and ENL) who employs a variety of teaching methods and approaches. Students are expected to develop reading and writing skills as well as the ability to interpret documents, which parallels the mainstream Global History curriculum. This course culminates with the New York State Examination in Global History and Geography. *Full year 1 credit*

**023305 U.S. HISTORY AND GOVERNMENT R**

This course is designed to prepare students for the U.S. History and Government New York State Regents Exam in June. Students will gain an understanding of the creation and operation of the U.S. government and democracy with a strong emphasis on significant historical documents such as the Declaration of Independence and the United States Constitution. In addition to studying the United States system of government, students will explore the economic, social, and political changes that have shaped the United States from the colonial era to present day through the analysis of primary and secondary sources. Students will identify the positive and negative effects of various historical events, Supreme Court rulings, legislation and executive decisions through multiple perspectives. The lessons, assignments and assessments for this course are designed to improve students' reading and writing comprehension as well as their skills with interpretation and analysis of primary and secondary sources, including graphs, charts and political cartoons.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

**023306 U.S. HISTORY AND GOVERNMENT H**

The U.S. History Honors course is designed to be an accelerated course with the main area of study being U.S. History from the colonial era to the present. Students will be expected to analyze the political, social, economic and diplomatic impact of these eras. An emphasis will be placed on the interpretation of primary sources and the evaluation of the impact of major events, important people and emerging schools of thought on US society and government. Throughout this course, students will be trained to examine history from different perspectives by immersing themselves in the time period. This course provides the opportunity for the rigorous and systematic study of major ideas and concepts found in the study of history. This is a challenging course that requires students to take a greater responsibility for their learning by participating in problem-solving, critical analysis and application and reflective thinking. Although the goals and objectives are the same as those found in the New York State curriculum, the material will be taught with greater complexity and will reflect a differentiated curriculum.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

**021401/021402 ENL PARTICIPATION IN GOVERNMENT AND ECONOMICS**

In this class, the ENL level 1 English language learners (ELLs) will examine the structure and function of the three branches of government as described in the US Constitution. Current issues, community service, citizenship and participation in the democratic process will be discussed. ELLs will examine the basic principles of the economic system in the United States and the importance of economics to each individual. The curriculum for this class has been designed to parallel the 12<sup>th</sup> grade Participation in Government and Economics curriculum of Nyack High School. This will ensure that ELLs receive the same solid foundation in both language acquisition and knowledge of Government and Economics as all Nyack students. *Full year 1 credit*

**024405 PARTICIPATION IN GOVERNMENT****Grade 12**

This course will explore the evolution of our democratic system as well as evaluate our rights and responsibilities as United States citizens. Students will develop a strong understanding of how our government functions at all levels: local, state and federal. Additionally, students will be expected to research and examine contemporary issues and consider multiple perspectives on these issues. Students will also be encouraged to investigate societal problems and develop possible solutions that are just, equitable and firmly founded in American ideals. Differentiated instruction including mini-lectures, class debates, role-playing activities, class discussions, simulations and student presentations will be used to support students with various learning styles.

**Approved for NCAA DI and DII Athletic Eligibility**

*One semester ½ credit*

## **024415 ECONOMICS/FINANCIAL LITERACY**

### **Grade 12**

This course is designed to expose students to basic economic principles such as supply, demand, economic systems, entrepreneurship, competition in business, product differentiation, advertising, taxes, budget planning, investing and globalization. Students will work with the fundamental principles of economics through in-class simulation, projects and group work. Financial Literacy is an integral component of the course designed to alert, inform, and educate students in concepts of personal finance and money management. Students will begin to develop the skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. This course will start students on a path toward being in control of their financial futures. Five broad topics will be the foundation of the course: college and career planning, money management, savings and investing, income, and spending. The course will teach students to search and assess college and career opportunities, identify and prioritize their personal money management goals, develop personal spending and savings plans, comprehend the impact of time on the value of money, understand the cost of using credit, and protect assets.

**Approved for NCAA DI and DII Athletic Eligibility**

*One semester ½ credit*

## **ADVANCED PLACEMENT**

### **022207 ADVANCED PLACEMENT WORLD HISTORY**

#### **Grades 10 - 12**

This Advanced Placement World History course is designed to help students develop a greater understanding of the evolution of global processes and contacts in interaction with different types of human societies. Students will be able to analyze changes over the course of time both regionally and thematically. Students will also learn how to critically analyze primary and secondary source material and to incorporate these sources in their writing. Through the development of this critical lens, students will be able to compare societies around the world while taking chronology and geography into consideration. Students will be using a college-level text as well as supplementary primary and secondary source materials. An ability to take notes while doing substantial reading assignments is a basic requisite skill for those entering this course. The expectation is that all students enrolled in the course will take the Advanced Placement Examination in order to receive AP weighting. Earning college credit is dependent upon performance on the Advanced Placement examination. The Global History and Geography Regents will be taken in June. This course is an accepted substitution for the Global History 10 course.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **023307 ADVANCED PLACEMENT U.S. HISTORY**

#### **Grade 11**

This is a college-level survey course in American History covering the eras from colonial America through the 1990s. Students will approach the material by examining the political, social and economic trends of history. They will develop the skills to analyze conflicting viewpoints and to hypothesize reasons for the different interpretations. In addition to mastery of a college textbook, students will be asked complete supplementary reading assignments dealing with selected primary and secondary sources. The expectation is that all students enrolled in the course will take the Advanced Placement Examination in order to receive AP weighting. Earning college credit is dependent upon performance on the Advanced Placement examination. The Regents Examination in U.S. History and Government will be taken at the end of the year. This course is an accepted substitution for the US History and Government course.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **024407 ADVANCED PLACEMENT GOVERNMENT & POLITICS**

#### **Grades 11 - 12**

AP Government is a college level course of study designed to give students a critical perspective on government and politics in the U.S. Students will analyze the foundations of our governmental system as well as the Constitution and federalism. The course examines political participation and the role of public opinion, political parties, campaigns and elections, the media and interest groups. There will be a critical examination of the role of the American political institutions in our political process: Congress, the bureaucracy, the President and the courts. Students will then take this knowledge and apply it to their analysis of social policy, civil right, and foreign and economic policy. In addition to a basic textbook, students will be required to read supplementary materials. The expectation is that all students enrolled in the course will take the Advanced Placement Examination in order to receive AP weighting. Earning college credit is dependent upon performance on the Advanced Placement examination. This course is an approved substitute for Participation in Government.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

## **024417 ADVANCED PLACEMENT ECONOMICS: MACROECONOMICS AND MICROECONOMICS**

### **Grades 11 - 12**

The Advanced Placement course in Macroeconomics and Microeconomics is a college level course that engages the student in developing critical thinking skills through the understanding, application and analysis of fundamental economic concepts. Through AP Economics, students learn basic economic concepts such as scarcity, opportunity costs, the functions of any economic system, supply and demand and price determination. This study is followed by the measurements of economic performances: gross national product, inflation and unemployment. Next is a study of national income and price determination: aggregate supply and demand, money and banking. Finally, students undertake the study of economic growth and the study of international finance, exchange rates and payments. This course requires some mathematical skills and is designed for those students who show a willingness to challenge themselves at a higher level. The expectation is that all students enrolled in the course will take the Advanced Placement Examination in order to receive AP weighting. Earning college credit is dependent upon performance on the Advanced Placement examination. This course is an approved substitute for Economics.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

## **025021 ADVANCED PLACEMENT PSYCHOLOGY**

### **Grades 11 or 12**

The goal of this course is to increase the understanding of psychology's methods, theory and research. The course will explore the psychological facts, principles and phenomena associated with each of the major subfields of psychology. The course is broken into 13 units of study, which reflect a division of the major areas of psychology. Student study habits and participation should reflect the rigor of this higher-level course. It is hoped that knowledge of psychological inquiry will provide perceptions of the world around us, insights into one's own behavior as well as that of others. The expectation is that all students enrolled in the course will take the Advanced Placement Examination in order to receive AP weighting. Earning college credit is dependent upon performance on the Advanced Placement examination.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

## **025023 ADVANCED PLACEMENT HUMAN GEOGRAPHY**

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards. AP Human Geography is the story of the living and current consequences of history. The course is interdisciplinary as it involves the application of Biology, Physics, Math, and Languages. AP Human Geography is taught as a full year course, and provides students with a deeper understanding of the issues at home and abroad while fostering a deeper understanding of the world overall. The expectation is that all students enrolled in the course will take the Advanced Placement Examination in order to receive AP weighting. Earning college credit is dependent upon performance on the Advanced Placement examination.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

## **ELECTIVES**

## **025010 INTRODUCTION TO PSYCHOLOGY**

### **Grades 11 - 12**

This course will explore the development of psychology as a science, the various theoretical approaches that underlie explanations of behavior, and the many different fields within psychology. Topics to be covered include human development, the basis of behavior, learning and language, motivation and emotion, personality as well as mental and behavioral disorders. Students will be introduced to the work of theorists including Freud, Skinner, Piaget, Kohlberg, Binet, Erikson and Rogers. In addition, students will examine, and practice, the ethics and methods psychologists use in the real world. Throughout the course, the recurring themes of nature vs. nurture and ethics of psychology are emphasized. Job and career opportunities in this field will also be addressed. Differentiated instruction using lectures, scientific experiments, role-playing activities, class discussions, and student presentations will be used to support students with various learning styles.

**Approved for NCAA DI and DII Athletic Eligibility**

*One semester ½ credit*

## **025030 ETHNIC STUDIES**

### **Grades 10 - 12**

The United States is composed of a wonderful mosaic of different groups of people. This class will explore the diversity of the United States and each ethnic group's history. Students will study multiple cultural groups that exist in the U.S. and analyze their interaction with each other. In particular, students will examine the discrimination faced by various groups and the way in which each group has not only responded but also made significant contributions to enrich our nation for the benefit of all. We will use primary sources, literature, educational videos, motion pictures, music and art to broaden our understanding of these ethnic groups. Students will have the opportunity to demonstrate their learning through a variety of in-class activities and independent assignments that incorporate both students' needs and interests. This course will investigate the backgrounds and experiences of American Indians, African Americans, Hispanic American, Asian Americans, and Caribbean and European immigrants.

**Approved for NCAA DI and DII Athletic Eligibility**

*One semester ½ credit*

## **024467 RACE RELATIONS IN THE UNITED STATES (Pending BOE Approval)**

### **Grades 11-12**

This course will examine various social, political, cultural, and economic institutions and their impact on ethnic and race relations in the United States. Using a performance based approach, students will identify and analyze key elements in the historical development of race and racism in the United States, such as, historical ideologies about race, and how American racial ideologies fit into the international debates about race. Students will also analyze power and how it contributes to the racial divide in the United States. Additionally, students will investigate the systemic nature of racism by examining various structures that have been put in place by those in power (healthcare, welfare, infrastructure, education, etc...). This course will provide students with the tools to engage in a productive dialogue about race and ethnicity while encouraging the further exploration of the topic.

*One semester ½ credit*

## **027100 HIST 116 RCC- CIVIL RIGHTS MOVEMENTS IN AMERICA 1945-1975**

Successful completion of this course will result in 3 Rockland Community College credits, which may be transferable to other colleges. This course offers an analysis of the Civil Rights and Black Power Movements as significant sources of social change in the United States during the 20<sup>th</sup> Century. Students analyze the structure and dynamics of the Civil Rights movement from the viewpoints of history, sociology, and political science. A detailed examination of the impact of the African American struggles for equality on later movements such as Native Americans, LGBT persons, and prisoners is also explored. Class readings examine the key leaders, organizations, and philosophies associated with these movements. The impact of racism, discrimination, prejudice, misogyny, and homophobia is also studied. Close attention is paid to the roles of organizations, resources, leadership, recruitment, commitment, values, ideology, political culture, gender, and counter-movements. *Prerequisite: RCC Accuplacer Exam*

*Full year 1 credit*

## **025050 CRIMINAL LAW**

### **Grades 11 - 12**

This semester course is designed to introduce students to many of the key principles and ideas of criminal law, procedure and justice. Criminal Law focuses on defining crime itself. Criminal procedure involves the steps taken and decision made in the investigation, accusation, trial, verdict and sentencing of a criminal defendant. Criminal Justice examines how judges and courts struggle to protect individual rights while determining guilt or innocence. Students will become familiar with the structures of the federal and state court systems, the effect and scope of their decisions, and the precedents they set for future cases. A major area of study will involve an investigation of our Fourth, Fifth, Sixth and Eighth Amendment rights. This course will enable students to achieve a better understanding of the American Criminal Justice System.

**Approved for NCAA DI and DII Athletic Eligibility**

*One semester ½ credit*

**025060 W.I.S.E. GOVERNMENT****Grade 12**

The W.I.S.E. (Wise Individualized Senior Experience) program provides the opportunity for high school seniors, under the mentorship of faculty members, to design projects that may take the form of internships with community agencies, intensive research on a topic of interest, or artistic or performance-based projects. During part of the school day, evenings and/or weekends, students devote significant time to work on their journals, discuss their experiences with one another and meet with their mentors to explore and reflect upon project issues. Upon completion of their project, students submit their daily journals for evaluation and give oral presentations before a panel of students, teachers and community members that discuss a balance between their experience and resources. W.I.S.E. Government provides the opportunity for students to explore the larger community beyond the classroom as they prepare to move on to new stages of their educational experience. The students' project must include a Social Studies component in order to be granted credit for the grade 12 Government requirement for graduation.

**Approved for NCAA DI and DII Athletic Eligibility**

*One semester ½ credit*

**025070 WOMEN'S STUDIES****Grades 10 - 12**

Women's Studies is an interdisciplinary course that studies the varied experiences of women in U.S. History. This class will provide the student with the opportunity to discover the richness of women's historical, cultural and social contributions to American society. In addition, students will gain an understanding of the inequality that has been experienced by women. Course work will include journaling, discussion groups, lecture, film and media and will have a culminating project on an important theme or issue in women's studies.

**Approved for NCAA DI and DII Athletic Eligibility**

*One semester ½ credit*

## **SPECIAL EDUCATION**

The Special Education Programs address the needs of those students who have been identified by the district's Committee on Special Education (CSE) as needing services. The department strives to provide services in the least restrictive environment as defined by 200.1 Regulations of the Commissioner of Education. Classified students have several different programs aimed at addressing their individual needs within the regular education setting that will ensure academic and social progress.

### **PROGRAMS**

#### **Consult Teacher Direct**

Consult Teacher Direct services is for the purpose of providing direct services to students with disabilities who attend regular education classes and to support the regular education teachers. Consult Teacher Direct is provided in the classroom and is not a pull-out service. *Full Year 1 credit*

#### **Classes**

English 9

English 10

English 11

Global History 9

Global History 10

US History

Algebra 1A

Algebra 1B

Algebra

Applied Geometry

Earth Science

General Chemistry for College

#### **Special Classes**

Special classes are non-integrated and are only available to students with disabilities who have intense academic needs and require a small instructional environment. Each class is offered for one credit and is taught by a Special Education teacher. Class size does not typically exceed 15 students. These classes are offered in English, Social Studies, Math, and Science. Students in this program may also work towards the Career Development and Occupational Skills Studies Credential (CDOS) in addition to a Regents Diploma. The credential documents student attainment in career development, integrated learning, universal foundation skills, and the completion of Career and Technical coursework and a related work experiences and assessments.

Study skills classes support the students' other coursework while incorporating a study skills curriculum.

Special Class – Grade 9

Grade 10

Study Skills- Grades 9, 10, 11, 12



## **CHOICE Program**

### **Nyack's Orientation to Work**

Students in the CHOICE program spend up to five periods a day in this program that focuses on independent living skills, pre-vocational experiences and job-related academic and social skills that are necessary to participate in community life. Starting in the eleventh grade, students in the CHOICE program may be eligible to attend a half-day occupational education program at BOCES. The students in this program work towards the Skills and Achievement Commencement Credential (SAAC) in lieu of a high school diploma. The (SAAC) Credential documents student skills, strengths and levels of independence in academics, career development, integrated learning and universal foundation skills needed for post-school living, learning and working.

### **110083 WORLD OF WORK**

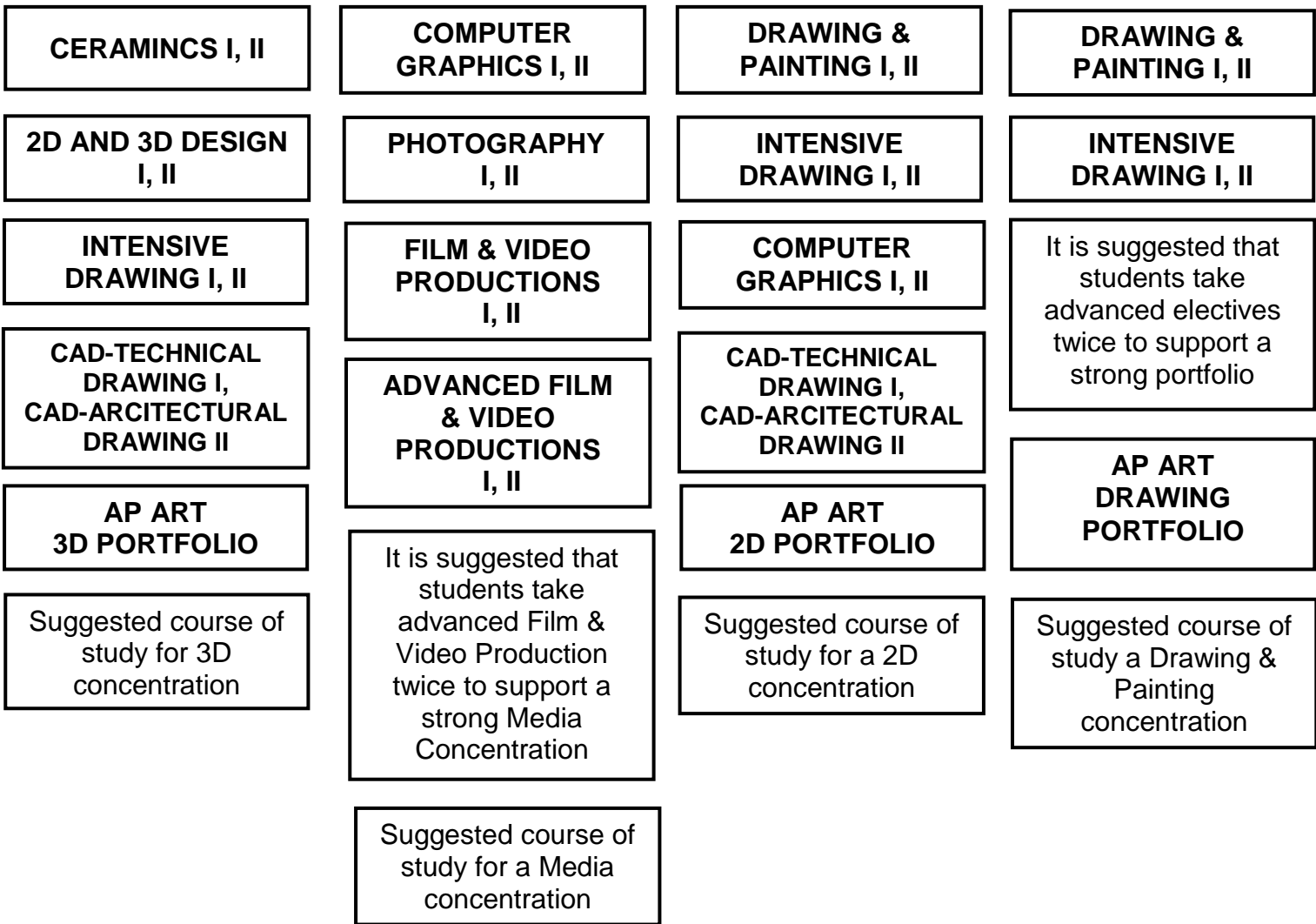
The work experience of the CHOICE Program is designed to provide these students with the opportunity to be employed in the community in a competitive workplace. The focus will be on the development of occupational competencies consistent with the student's' career goals.

The goals for the students include:

- Demonstrate an awareness of their interests, aptitudes, and abilities.
- Explore their preferences for working with people, information and or things.
- Demonstrate understanding of the relationship of decision making to the attainment of future goals.
- Begin a career plan that would assist in the transition from school to eventual entry into a vocational option.

# VISUAL ARTS

## STUDIO IN ART I & II



- NOTES:**
- Students wishing to satisfy the visual arts requirement for a Regents diploma must take Studio in Art I & II. Students should take courses to meet their individual needs.
  - Upper-level art courses are listed in arbitrary order. After successful completion of Studio in Art, the art electives can be taken in any order (except Advanced Placement).
  - Advanced Elective courses may be repeated for additional credit.

## VISUAL ARTS

All art courses may be used for a major (5 unit) sequence. Upon successful completion of Studio in Art I & II, students will have a portfolio of work that meets the New York State Arts requirement for graduation. Upon successful completion of a major sequence, students will have a portfolio that will give them an advantage in the college application and acceptance process, even if they do not plan a college art major. A "Visual Arts" portfolio is also recommended for students interested in applying to architectural schools.

Note: One full year of Studio in Art I and II is required to meet the graduation requirement in Visual Arts.

### **075010 STUDIO IN ART I - FALL**

### **075020 STUDIO IN ART II - SPRING**

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

This is a comprehensive foundation course designed to meet the needs of two groups of students: 1) those who want to broaden their understanding and appreciation of the visual arts and meet their State Arts Portfolio requirement for graduation and, 2) those who intend to major in art and need the prerequisite course for an art sequence. Experiences in this course include approaches to drawing, painting, sculpture and mixed media incorporating elements of art, principles of design and connections to art history.

*No Prerequisite*

*One semester ½ credit each*

### **075070 CERAMICS I - FALL**

### **075080 CERAMICS II - SPRING**

#### **Grades 10 - 12**

This elective course focuses on the aesthetic and technical fundamentals of working with clay. Students explore the major forming techniques of hand built ceramics (pinch, coil and slab) as well as throwing on the potter's wheel. Students will also explore the sculptural aspects of ceramics including wall relief, figure, abstract form, and combined materials. The course includes the study of Native American pottery & Japanese pottery. Through these practices, students will create utilitarian as well as decorative works of art and complete projects with commercial and student-made glazes, stains and surface design. All works will undergo the process of firing in a ceramic kiln. Works created in this course may be included in major sequence portfolios and the AP Studio Art 3D Design portfolio.

*Prerequisite: Studio in Art I & II*

*One semester ½ credit each*

### **075570 COMPUTER AIDED DESIGN (CAD) - TECHNICAL DRAWING - FALL**

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

This elective course explores technical drawing using the computer to create drawings for package design and manufactured objects. Students will be taught basic skills in computer-aided drawing using TurboCAD software and then apply these new skills to specific design problems, including toy design, furniture design and community-based design challenges. Single-view, multi-view, sectional views, assembly drawings and renderings are created for three-dimensional model construction using state-of-the-art 3D printers. Career opportunities in package design and product design are also explored. Works created in this course may be used for AP Studio Art 2D and 3D Design portfolios.

*Suggested prerequisite: Studio in Art I & II*

*One semester ½ credit each*

### **075580 COMPUTER AIDED DESIGN (CAD)- ARCHITECTURAL DRAWING - SPRING**

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

This elective course introduces students to architectural design from prehistory to the present and investigates how architecture and quality design affect our lives. The TurboCAD software program, a professional software program used by architects and designers, enables students to create floor plans, elevations and renderings, which culminate in the construction of a three-dimensional scale model, as well as three-dimensional printed models, of the student's specific design. Career opportunities in architecture and related professions are also explored. Works created in this course may be used for AP Studio Art 2D and 3D Design portfolios. *Suggested prerequisites: Studio in Art I & II and CAD Technical*

*Drawing*

*One semester ½ credit each*

**075050 COMPUTER GRAPHICS I - FALL****075060 COMPUTER GRAPHICS/ADVERTISING DESIGN II - SPRING****Grades 10 - 12**

This elective course introduces students to the use of the computer as an artistic tool. It is designed to meet the needs and interests of all levels: beginner, intermediate *and* advanced. Knowledge of or a desire to learn programming is not necessary. Students will develop marketable computer design skills by using the same programs professional illustrators and designers use, including Adobe PhotoShop, Illustrator and Flash. Career opportunities are also examined with the assistance of working professionals and guest speakers. Works created in this course may be used for the AP Studio Art 2D Design portfolio.

*Suggested Prerequisite: Studio in Art I & II*

*One semester ½ credit each*

**075090 DRAWING AND PAINTING I - FALL****075100 DRAWING AND PAINTING II - SPRING****Grades 10 - 12**

This elective course teaches a broad range of drawing and painting techniques and continues to develop skills introduced in Studio in Art I and II. Students first develop a strong understanding of working in a variety of media (such as pencil, watercolor, ink, acrylic paint, and mixed-media) and then apply that knowledge to create works of art inspired by traditional and contemporary themes. This course is recommended for all students considering a sequence in the Visual Arts and/or working towards the Advanced Placement (AP) 2D Design or Drawing portfolios.

*Prerequisite: Studio in Art I & II*

*One semester ½ credit each*

**075030 INTENSIVE DRAWING I - FALL****075040 INTENSIVE DRAWING II - SPRING****Grades 10 - 12**

This elective course is a wonderful opportunity to learn and improve upon drawing skills introduced in Studio in Art. Students will work from both observation and their imagination in media that includes pencil, charcoal, pastel, ink, marker and scratch board. Students demonstrate over time that they can integrate the skills, techniques, and ideas introduced in order to create a strong portfolio. This course is recommended for all students considering a sequence in the Visual Arts and/or working towards the Advanced Placement (AP) 2D Design or Drawing portfolios.

*Prerequisite: Studio in Art I & II*

*One semester ½ credit each*

**075110 PHOTOGRAPHY I - FALL****075120 PHOTOGRAPHY II - SPRING****Grades 10 - 12**

This course teaches photography as a form of self-expression, personal vision and communication. Photography 1 and 2 are designed to help students consider photography as a profession and/or a lifelong passion. While it is absolutely necessary for students to learn the technical aspects of photography, Photography 1 focuses on integrating elements and principles of design, as learned in previous coursework, in order to create strong photographs. Both semesters include learning about the history and nature of fine art photography. Technical areas covered in the course include: use of manual 35mm cameras, processing black and white film, printing on various photo papers, dry mounting, and presentation of finished photographs. Students are also responsible for a presentation about important artists from the history of photography. Critiques accompany each unit of study and provide students an opportunity to exhibit, discuss and write about their work. Works created in this course may be used in student's major sequence portfolios and in the AP 2-D Design portfolio. Students need not own their own cameras. Film, photo paper and necessary chemicals are provided.

*Prerequisite: Studio in Art I & II*

*One semester ½ credit each*

**075165 2D and 3D Design I- Fall (formerly Printmaking)****075160 2D and 3D Design II- Spring (formerly Sculpture)****Grades 10-12**

This course is designed to provide a range of artistic experiences through an exploration of techniques and materials that begin with printmaking and conclude with approaches to three-dimensional design. Students will create a wide range of work in both two and three dimensions while using the printmaking process as a foundation for their work. This course will focus on the artistic process, society, and individual choice while using multiple materials to satisfy the criteria of assignments. Projects will include individual prints, mixed-media designs, sculptures, books, and installation art. This course is especially for students who enjoy working with a wide variety of materials and are interested in the intersections between two and three-dimensional art. Works created in this course may be used in a student's major sequence portfolios and in the AP 2D or 3D Design portfolio.

*Prerequisite: Studio in Art I & II*

*One semester ½ credit each*

**075190 FILM AND VIDEO PRODUCTION I – FALL**  
**075200 FILM AND VIDEO PRODUCTION II – SPRING**  
**(formerly TV Production I and II)**

Grades 9 - 12

Through hands-on experience in a professional studio environment (da Vinci Studio), students will learn basics of the production process including: scripting, storyboarding, digital camera operation techniques, lighting, audio recording and mixing, and post-production editing techniques. Students will also gain experience with stop motion animation and video montage. This is a course for *anyone interested in traditional filmmaking or current styles of video production*. The course also provides an excellent foundation for Advanced Digital Film & Video Production and is an important part of the Media Arts Major.

*Suggested prerequisite: Studio in Art I & II*

*One semester ½ credit each*

**075130 ADVANCED FILM AND VIDEO PRODUCTION I – FALL**  
**075140 ADVANCED FILM AND VIDEO PRODUCTION II - SPRING**  
**(formerly Media Communication I and II)**

Grades 10 - 12

This hands-on advanced-level course will reinforce and strengthen skills developed in the introductory class, Film and Video Production I & II. Students work with cutting edge DSLR cameras and Final Cut Pro editing software for original film projects. The impact of media on society and the power of the filmmaker (video creator) is explored as students shift from watching movies to making movies. Students complete this course with a strong video portfolio for the college application process.

*Prerequisite: Studio in Art I & II, & Film & Video Production I & II*

*One semester ½ credit each*

### **Advanced Placement**

**075207 ADVANCED PLACEMENT STUDIO ART**

Grades 11-12

This is a college-level course intended for the highly motivated and dedicated student who is able to assume responsibility, work independently and is interested in the serious study of Art. Unlike other AP courses, AP Studio Art is not assessed through a written exam, but instead, on a portfolio submitted for evaluation to the College Board in May. Three portfolios are offered within the same AP Art course: 2-Dimensional Design, Drawing, and 3-Dimensional Design. All of the portfolios cover a wide range of art forms.

AP Studio Art provides students with the opportunity to take a challenging hands-on art course, complete a major (five unit) sequence, receive college credit and/or develop a portfolio that can be used to support acceptance into a variety of college programs.

The course is open to juniors and seniors who are seriously interested in the practical experience of art and who have previous art training. It is a rigorous course that encourages students to achieve at high levels.

Excellence is every AP Art student's goal. Each student is challenged to think for her/himself, to develop a personal style and to search for original, inventive answers to problems set out by the teacher and by the individual student. The ability to analyze a problem and solve it with original ideas drawn from personal experience (artistic, academic and life) is stressed. Students create works that incorporate past art experiences with new ones. Technique, skill, media, visual elements and ideas are integrated into each work the student creates. Though enrollment in the course assumes that the student has already developed fairly high level technical skills, further development of these skills, building new ones, and a more in-depth experimentation and exploration of ideas, art forms, approaches, materials and techniques are encouraged. Creating original works of art is the major portion of the course, but constant evaluation and critical assessment of the students' and others' artwork is equally important.

Learning experiences in AP Art address three major concerns that are constants in teaching art: a sense of quality in the student's work, the student's concentration on and intense exploration of a specific visual problem, and the student's need for a breadth of experience in the formal, technical and expressive aspects of creating art. Students create works that incorporate past art experiences with new ones. Each work in a student portfolio begins with a strong idea that is then composed and/or designed well and completed with media that best serves the idea itself.

Note: The expectation is that all students enrolled in the course will take the Advanced Placement Examination in order to receive AP weighting. Earning college credit is dependent upon performance on the Advanced Placement examination. Students who enroll as juniors may complete their portfolio and submit it to the College Board in their senior year.

*Prerequisite: Studio in Art I & II and a minimum of one other advanced elective Art course. It is suggested that students*

*take two advanced elective Art courses before registering for Advanced Placement Studio Art.*

*Full year 1 credit*

## LANGUAGES OTHER THAN ENGLISH/WORLD LANGUAGES

<p><b>FRENCH 1R</b></p> <p><b>SPANISH 1R</b></p>	<p><b>AMERICAN SIGH LANGUAGE 1</b></p>	
<p><b>FRENCH/SPANISH 2R</b> Prerequisite: Successful completion Spanish/French 7/8 &amp; FLACS checkpoint A Exam of French/Spanish 1R (HS)</p>	<p><b>FRENCH/SPANISH 2H</b> Prerequisite: Successful completion Spanish/French 7/8 &amp; FLACS checkpoint A Exam of French/Spanish 1R (HS)</p>	<p><b>AMERICAN SIGH LANGUAGE 2</b> Prerequisite: ASL 1</p>
		<p><b>AMERICAN SIGH LANGUAGE 3</b> Prerequisite: ASL 2</p>
<p><b>FRENCH/SPANISH 3R</b> Prerequisite: French/Spanish 2 R/H</p>	<p><b>FRENCH/SPANISH 3H</b> Prerequisite: French/Spanish 2 R/H</p>	<p><b>AMERICAN SIGH LANGUAGE 4</b> Prerequisite: ASL 3 (Pending BOE Approval)</p>
<p><b>RCC</b> <b>FRENCH/SPANISH102</b> (Elementary FRE/SPA 2) Prerequisite: Passed RCC English Accuplacer Exam</p>	<p><b>FRENCH/SPANISH 4H</b> <b>PRE-AP COURSE</b> Prerequisite: French/Spanish 3R/H &amp; Checkpoint B Exam</p>	
<p><b>RCC</b> <b>FRENCH/SPANISH201</b> Prerequisite: RCC French/Spanish 102 &amp; RCC English Accuplacer Exam</p>	<p><b>FRENCH/SPANISH</b> <b>5AP</b></p>	
<p><b>SPANISH READING &amp; WRITING</b> Prerequisite: Listening &amp; Speaking Fluency in Spanish. This course can be taken at any time to replace or in addition to any Spanish non AP course.</p>		

## **LANGUAGES OTHER THAN ENGLISH/WORLD LANGUAGES**

The fundamental goal of the High School World Languages program is to enable students to communicate effectively in the target language. Teachers emphasize speaking and vocabulary development, especially in the beginning levels, rather than the study of grammar in isolation. As students progress from introductory to advanced courses, grammar skills are taught in context as tools for effective communication.

The department strives to equip students with the skills to express communicative functions that include providing and obtaining information, expressing personal feelings, socializing and persuading. Applying speaking, listening, reading and writing skills, students must use the target language effectively in a variety of real-life situations. In addition to the practical application of communication in the language, students will obtain an understanding of cultural perspectives and practices in countries where French and Spanish are spoken.

The Nyack School District is one of the many school districts in New York which participates in the Foreign Language Association of Chairpersons and Supervisors (FLACS) World Language Examination Consortium. In June all Level 1 students will take the FLACS Checkpoint A or equivalent and all Level III students will take the Checkpoint B exam (Formerly a NYSED-created Second Language Proficiency Exam for level 1 World Language students and Regents Exams in Latin and German for grade 10 students/level 3 language). The mandates from the state for Regents and Advanced Regents diplomas have remained the same but the test is now administered locally through FLACS. For more information on state requirements please visit <http://www.p12.nysed.gov/ciai/lote/documents/lote-qa.pdf>

### **FRENCH**

#### **051105 FRENCH 1R**

##### **Grades 9 – 12**

In this course, students will develop the use of vocabulary and grammatical structures through their speaking, listening, reading and writing skills. Students will call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from conversations or short passages. Students will use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services. Students will use some key cultural traits of the societies in which the target language is spoken as a means of displaying cross-cultural awareness.

This course is also recommended for students who have already developed proficiency in Spanish and wish to study a second language other than English.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

#### **052205 FRENCH 2 R**

##### **Grades 9 – 12**

This course continues the emphasis on the four language skills: listening, speaking, reading and writing. Intense classroom drills and discussion provide a basis for communication. Spelling and reading instruction is expanded. Achievement of the cultural goals of awareness will enable students to develop greater understanding and appreciation of cultures.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

#### **052206 FRENCH 2 H**

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

This course is based on the same topics that appear in the French 2R curriculum but with expanded vocabulary and more frequent reading, aural and writing assignments, . The Honors course will incorporate additional authentic reading such as newspaper articles, short stories, biographies, a short novel and poetry. Writing and speaking assessments will require students to express themselves by incorporating more advanced vocabulary and grammatical structures. This course is for students who plan to study upper levels of French. This class as well as all Honor classes will be conducted in the respective target language and very little to no English will be spoken in the class. This course is for students who plan to study upper levels of French.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

#### **053305 FRENCH 3 R**

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

This course continues emphasis on the four basic skills: listening, speaking, reading and writing. Students develop writing skills through compositions and oral skills through speeches and dialogues of short duration. The course includes a thorough review of grammar and vocabulary content and strengthens listening, communicative, and reading skills essential for the Regents examination. Modern short stories are read for comprehension and discussion. All students must take the FLACS Checkpoint B - French examination.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

**053306 FRENCH 3 H****Grades 9 - 12**

The curriculum for this course is focused on the thematic topics in French 3 with expanded vocabulary and more complex reading and writing assignments. Students will be required to read a series of literary excerpts and passages, authentic readings from magazines, newspapers and books. Writing assignments will require analysis of the readings and interpretation of additional vocabulary. Students will be expected to speak only French in this course. This course is for students who plan to study upper levels of French. All students must take the FLACS Checkpoint B - French Regents examination.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

**054406 FRENCH 4 H****Grades 9 - 12**

This course is conducted entirely in French. Students will be expected to speak French exclusively. Students will develop a high level of proficiency in listening, speaking, reading, and writing. Students undertake a complete review of grammatical structures as they support proficiency in the language. There is extensive work in the reading of French short stories and conversation through weekly class reports and discussions. Writing skills are developed through creative and expository essays. Students should be prepared to complete biweekly oral presentations in front of the class. This course is a prerequisite for French 5 AP.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

## **ROCKLAND COMMUNITY COLLEGE**

*All Rockland Community College Courses require students to take the Accuplacer Exam*

**054408 RCC FRENCH 102****Grades 11-12**

This course is a college-level course offered in conjunction with Rockland Community College. Eligibility for this course is determined by the RCC placement test. This course is designed for students seriously interested in continuing their study of French at the college level and who have successfully completed RCC French 102 or French 3R/H and who have passed the Checkpoint B Exam. By the end of the course students should be able to sustain understanding of main ideas and details over long stretches of connected conversation. Students can be expected to read with increased comprehension and to write well enough to meet practical needs. To reach these goals, activities will involve the use of film, and video to develop note-taking skills, summarizing and organizing what is seen and heard. Students must register with Rockland Community College and successfully complete the course in order to receive 4 RCC credits, which may be transferrable to other colleges and universities

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

**054410 RCC FRENCH 201****Grades 11-12****Intermediate French I**

This course is a college-level course offered in conjunction with Rockland Community College. Eligibility for this course is determined by the RCC placement test. Students must register with Rockland Community College and successfully complete this course in order to receive 4 RCC credits, which may be transferrable to other colleges and universities. This course reviews the vocabulary and structures of French 101 and 102 reworking them into higher levels of proficiency. In addition, new grammatical concepts, idiomatic expressions, and literature and writings are introduced. Culture is interwoven throughout aiming to broaden student insight into French life and civilization. Classes are held in French. This course is offered to students who have successfully completed RCC French 102 or French 3R/H and who have passed the Checkpoint B Exam.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

## **ADVANCED PLACEMENT**

**055507 ADVANCED PLACEMENT FRENCH 5****Grades 9 - 12**

Conducted entirely in French, the students work to perfect their understanding, speaking, reading and writing of French. The curriculum includes a rigorous review of French grammar, oral and written reports, a continuation of the study of the literature and cultures of the French-speaking world, and conversation. The expectation is that all students enrolled in the course will take the Advanced Placement Examination in order to receive AP weighting. Earning college credit is dependent upon performance on the Advanced Placement examination. It also prepares students to take other college equivalent exams (i.e. CLEP).

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*



## **SPANISH**

### **051115 SPANISH 1 R**

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

In this course, students will develop the use of vocabulary and grammatical structures through their speaking, listening, reading and writing skills. Students will call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from conversations or short passages. Students will use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services. Students will use some key cultural traits of the societies in which the target language is spoken as a means of displaying cross-cultural awareness.

This course is also recommended to students who have already developed proficiency in French and wish to study a second foreign language.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **052215 SPANISH 2 R**

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

This course continues the emphasis on listening, speaking, reading and writing skills. Intense classroom drills and discussion provide a basis for communication. Spelling and reading instruction is expanded. Achievement of the cultural goals will enable students to develop greater understanding and appreciation of cultures in the Spanish-speaking world as well as in their own country and communities. Customs and culture continue to be introduced through reading selections and special activities.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **052216 SPANISH 2 H**

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

This course is based on the same topics that appear in the Spanish 2R curriculum with expanded vocabulary and more frequent reading, listening and writing assignments. The Honors course will incorporate additional authentic readings such as news articles, short stories, online documents, etc. Writing and speaking assessments will require students to express themselves by incorporating more advanced vocabulary and grammatical structures. They will be challenged with more complex authentic aural recordings like documentaries, interviews, podcast, etc... This course is designed for students who plan to continue their study of languages at institutions of higher learning and/or wish to pursue fluency. This class as well as all Honor classes will be conducted in the respective target language and very little to no English will be spoken in the class. Students will be expected to use the Spanish in class exclusively.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **053315 SPANISH 3 R**

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

This course continues the emphasis on the four basic skills: listening, speaking, reading and writing. Students are assigned written compositions and speeches of short duration. The course includes a thorough review of grammar and vocabulary, and strengthens listening, communicative and reading skills essential for the Regents examination. Students read longer selections to enhance their reading comprehension. All students must take the FLACS Checkpoint B - Spanish examination.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **053316 SPANISH 3 H**

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

The curriculum for this course is focused on the thematic topics in Spanish 3 with expanded vocabulary and more complex reading and writing assignments. Students will be required to read a series of literary excerpts and passages, authentic readings from magazines, newspapers and books; listen to authentic conversation, interviews, news/podcasts from the radio or internet; and write assignments that require analysis of the resources and interpretation of additional vocabulary. This class will be conducted exclusively in Spanish. Students will be expected to speak only Spanish in this course. This course is designed for students who plan to study upper levels of Spanish. All students must take the FLACS Checkpoint B - Spanish examination.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

**054416 SPANISH 4 H****Grades 9 - 12**

This course is conducted entirely in Spanish. Students develop a high level of proficiency in listening, speaking, reading, and writing. Students undertake a complete review of Spanish grammar. Emphasis is placed on oral reports, conversation and composition

Students read and listen to various resources in order to enhance their conversational abilities through class reports and discussions. Writing skills are emphasized through a variety of expository speaking, writing and listening assignments. . This course is designed for students who plan to continue their study of languages at institutions of higher learning and wish to pursue fluency.

**Approved for NCAA DI and DII Athletic Eligibility***Full year 1 credit***ROCKLAND COMMUNITY COLLEGE***All Rockland Community College Courses require students to take the Accuplacer Exam***055519 RCC SPANISH 102****Grades 11-12****ELEMENTARY SPANISH**

This course is a college-level course offered in conjunction with Rockland Community College. Eligibility for this course is determined by the RCC placement test. This course is designed for students seriously interested in continuing their study of Spanish at the college level and who *have successfully completed Spanish 3R/H and who have passed the Checkpoint B Exam*. By the end of the course students should be able to sustain understanding of main ideas and details over long stretches of connected conversation. Students can be expected to read with increased comprehension and to write well enough to meet practical needs. To reach these goals, activities will involve the use of film, and video to develop note-taking skills, summarizing and organizing what is seen and heard. Students must register with Rockland Community College and successfully complete the course in order to receive 4 RCC credits, which may be transferrable to other colleges and universities

**Approved for NCAA DI and DII Athletic Eligibility***Full year 1 credit***054420 RCC SPANISH 201****Grades 11-12****INTERMEDIATE SPANISH I**

This course is a college-level course offered in conjunction with Rockland Community College. Eligibility for this course is determined by the RCC placement test. Students must register with Rockland Community College and successfully complete the course in order to receive 4 RCC credits, which may be transferrable to other colleges and universities. This course reviews the fundamentals of Spanish grammar, with emphasis on developing proficiency in aural, oral, reading, and writing skills. Selected themes, together with cultural essays, literary excerpts, and news articles in Spanish, aim to broaden student insight into Hispanic life and civilization. This course is offered to students who have successfully completed RCC Spanish 102 or Spanish 3R/H and who have passed the Checkpoint B Exam.

**Approved for NCAA DI and DII Athletic Eligibility***Full year 1 credit***051216 SPANISH READING AND WRITING****Grades 9 – 12**

This course is designed for native/heritage speakers of Spanish who already have oral language proficiency. The purpose of this course is to enable native/heritage speakers of Spanish to develop, maintain and enhance proficiency in Spanish by providing opportunities to read, write, speak and listen in a variety of contexts. The Spanish Reading and Writing course is taught using a content-based and thematic approach. Students will develop knowledge in important content areas such as history, art, music and literature while improving literacy skills. Students will strive to master reading with a focus on building analytical and critical thinking. Students will improve their ability to express themselves in written Spanish by incorporating more complex structures and vocabulary. Daily speaking activities and class discussions will provide opportunities for students to refine and perfect oral skills. The students will learn about their language and cultural heritage, master literacy skills in Spanish and enhance career opportunities.

*Full year 1 credit*

## **ADVANCED PLACEMENT**

### **055517 ADVANCED PLACEMENT SPANISH 5**

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

Conducted entirely in Spanish, the students work to perfect their understanding, speaking, reading and writing of Spanish. The curriculum includes a rigorous review of Spanish grammar, oral and written reports, a continuation of the study of the literature and cultures of the Spanish-speaking world, and conversation. The expectation is that all students enrolled in the course will take the Advanced Placement Examination in order to receive AP weighting. Earning college credit is dependent upon performance on the Advanced Placement examination. It also prepares students to take other college equivalent exams (i.e. CLEP).

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

## **AMERICAN SIGN LANGUAGE**

### **055520 AMERICAN SIGN LANGUAGE 1R**

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

In the level one course, students will learn to sign vocabulary related to various categories, such as family, food and emotions. Students will learn basic grammatical feature, address the history of American Sign Language, and demonstrate the four basic building blocks of ASL (handshapes, palm orientation, movement and location of signs).

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **055525 AMERICAN SIGN LANGUAGE 2R**

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

This course is a continuation of the level one course. Students will learn to sign vocabulary related to various categories, such as Personal and Community Environment, Education, Earning a Living, Meal Making and Taking and Narrating Personal and Family Life Stories. Students will continue to practice basic grammatical features, and demonstrate the four basic building blocks of ASL (handshapes, palm orientation, movement and location of signs)

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **055530 AMERICAN SIGN LANGUAGE 3R**

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

This course is offered to students who have taken American Sign Language 2 and wish to continue onto level 3 of ASL studies. Students will continue to practice and develop their proficiency of learned vocabulary and grammatical structures through signed discourse in a voice-off setting. Emphasis is placed on signed communications of current events and Deaf culture interests including Deaf literature, storytelling and theatre. Students will take the American Sign Language Checkpoint B Exam in June.

**Approved for NCAA DI and DII Athletic Eligibility**

*Full year 1 credit*

### **055540 AMERICAN SIGN LANGUAGE 4 (Pending BOE Approval)**

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

This course is a continuation and elaboration of ASL 3. Students interested in developing effective communication skills using American Sign Language (ASL) to interact with members of the Deaf Community should be Knowledgeable about Deaf Culture, Values, and Traditions. The goal of this course is to help students develop the ability to sign naturally, interact comfortably and show awareness of and respect for the Deaf Community. Students will examine Deaf Culture while giving them exposure to real life application in ASL. Students will be challenged to demonstrate proficiency in ASL on a daily basis and continue to develop fundamental receptive and expressive skills with special emphasis on classifiers, facial expressions, and body language.

**Pending NCAA Approval**

*Full year 1 credit*