ADMINISTRATIVE AND SCHOOL COUNSELING STAFF

Joseph Starvaggi ................................................................. Interim Principal
Camille Edwards-Thomas ..................................................... Interim Assistant Principal
Francis X. Curley ......................................................... District Coordinator of Guidance and Counseling

HOUSE I
Latoya Pryce ............... House Principal
Maria Gomez............... Counselor
Christine Grogan .......... Counselor
Giselle Standard-Martinez .... Counselor
Claire Mayer ............... Counselor

HOUSE II
William Mackin. .... Interim House Principal
Amy Costa............... Counselor
Joann Jankowski .......... Counselor
Maria Nuñez............... Counselor
Joseph Zimmerman ........ Counselor

HOUSE III
Rachel Cornelius .......... House Principal
Jessica Dorsett, Ph.D. ....... Counselor
Jennifer Paternoster ....... Counselor
Robyn Scherz-Reich ....... Counselor
Marcus Siotkas............... Counselor
Gregg Sloane............... Counselor

HOUSE IV
Daniel Gonzalez .......... House Principal
Grace Addow-Langlais ....... Counselor
Kevin Austin ............... Counselor
Johanna Kennedy .......... Counselor
Laura Solano ............... Counselor

DEPARTMENT CHAIRPERSONS AND SUPERVISORS
Lydia Adgebola ................................................................. English
Gustavo Barbosa ............................................................... Social Studies & Business
Xiomara Gonzalez ............................................................. Mathematics, Architecture & Engineering
Rekha Liveris ................................................................. Sciences
Juan Carlos Mendez. ............................................................ World Language & ESL
Felicia Schinella ............................................................... Special Education
Tilsa Rodriguez-Gonzalez.................................................. Health and Physical Education
Marc Schneider. ................................................................. Performing and Visual Arts
Steve Young ................................................................. Athletics

Magda Parvey, Ed.D.
Interim Superintendent of Schools
**TABLE OF CONTENTS**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendar for Course Scheduling</td>
<td>3</td>
</tr>
<tr>
<td>Instructional Program</td>
<td>3</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>3-5</td>
</tr>
<tr>
<td>Early Graduation</td>
<td>6</td>
</tr>
<tr>
<td>Planning your Program</td>
<td>6</td>
</tr>
<tr>
<td>Selection of Courses</td>
<td>6</td>
</tr>
<tr>
<td>Course Changes and Drop Guidelines</td>
<td>7</td>
</tr>
<tr>
<td>Independent Study</td>
<td>7</td>
</tr>
<tr>
<td>College Entrance Requirements</td>
<td>7</td>
</tr>
<tr>
<td>General Information on Course Selection</td>
<td>8</td>
</tr>
<tr>
<td><strong>DEPARTMENT OFFERINGS:</strong></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>9</td>
</tr>
<tr>
<td>World Language</td>
<td>18</td>
</tr>
<tr>
<td>English as a Second Language (ESL)</td>
<td>25</td>
</tr>
<tr>
<td>Mathematics</td>
<td>27</td>
</tr>
<tr>
<td>Architecture and Engineering</td>
<td>34</td>
</tr>
<tr>
<td>Science</td>
<td>37</td>
</tr>
<tr>
<td>Social Studies</td>
<td>46</td>
</tr>
<tr>
<td>Business</td>
<td>56</td>
</tr>
<tr>
<td>Career and Technical Department</td>
<td>61</td>
</tr>
<tr>
<td>Integrated Academic Courses at SW BOCES</td>
<td>66</td>
</tr>
<tr>
<td>Performing &amp; Visual Arts</td>
<td>67</td>
</tr>
<tr>
<td>Physical and Health Education</td>
<td>83</td>
</tr>
<tr>
<td><strong>SPECIAL SERVICES:</strong></td>
<td></td>
</tr>
<tr>
<td>Special Education Programs</td>
<td>87</td>
</tr>
<tr>
<td>Introduction to Career Trades</td>
<td>92</td>
</tr>
<tr>
<td>Alternative Campus High School</td>
<td>92</td>
</tr>
<tr>
<td>Extended Day School Program</td>
<td>93</td>
</tr>
<tr>
<td>W.I.S.E.</td>
<td>93</td>
</tr>
<tr>
<td>Volunteer Service Credit Program</td>
<td>93</td>
</tr>
</tbody>
</table>
School Year 2019 – 2020

February/March
Course Selection Requests Made
by Student and Parent

School Counselors

April
Department Recommendations for Honors
and/or Advanced Placement Courses

Department Chairpersons

May
Master Schedule Completed

Administration

May/June
Resolve Schedule Conflicts with Students

School Counselors

INSTRUCTIONAL PROGRAM CURRICULUM

New Rochelle High School offers its students an extensive variety of courses. Its curriculum reflects expanding fields of knowledge, shifting concerns and needs within society and the changing needs and interests of its students. The courses provide a sequence of study for students continuing their formal education beyond high school, pursuing a trade or technical career, or entering the business world.

GRADUATION REQUIREMENTS

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>REGENTS DIPLOMA</th>
<th>REGENTS DIPLOMA with ADVANCED DESIGNATION</th>
<th>REQUIRED REGENTS EXAMINATIONS&lt;sup&gt;A,B,C&lt;/sup&gt;</th>
<th>REGENTS DIPLOMA&lt;sup&gt;D&lt;/sup&gt;</th>
<th>ADVANCED DESIGNATION&lt;sup&gt;D,E&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
<td>4 credits</td>
<td>English&lt;sup&gt;G,H&lt;/sup&gt;</td>
<td>English&lt;sup&gt;G,H&lt;/sup&gt;</td>
<td></td>
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<tr>
<td>Social Studies</td>
<td>4 credits&lt;sup&gt;1&lt;/sup&gt;</td>
<td>4 credits&lt;sup&gt;1&lt;/sup&gt;</td>
<td>Global History and U.S. History</td>
<td>Global History and U.S. History</td>
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<tr>
<td>Mathematics</td>
<td>3 credits</td>
<td>3 credits</td>
<td>Integrated Algebra&lt;sup&gt;J&lt;/sup&gt;, Geometry&lt;sup&gt;J&lt;/sup&gt;, and Algebra 2/Trigonometry&lt;sup&gt;J&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>3 credits&lt;sup&gt;K&lt;/sup&gt;</td>
<td>3 credits&lt;sup&gt;K&lt;/sup&gt;</td>
<td>One Regents Exam in Science&lt;sup&gt;E&lt;/sup&gt;</td>
<td>One Exam in Life Science&lt;sup&gt;L&lt;/sup&gt;, One Exam in Physical Science&lt;sup&gt;L&lt;/sup&gt;</td>
<td></td>
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<tr>
<td>Language other than English (LOTE)</td>
<td>1 credit&lt;sup&gt;M,N&lt;/sup&gt;</td>
<td>3 credits&lt;sup&gt;O&lt;/sup&gt;</td>
<td>Comprehensive Exam at Checkpoint B&lt;sup&gt;P&lt;/sup&gt;</td>
<td></td>
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<tr>
<td>Art or Music</td>
<td>1 credit</td>
<td>1 credit</td>
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<td>Health</td>
<td>.5 credit</td>
<td>.5 credit</td>
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<tr>
<td>Electives</td>
<td>3.5 credits</td>
<td>1.5 credits</td>
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<tr>
<td>Physical Education</td>
<td>2 credits</td>
<td>2 credits</td>
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<td>TOTAL</td>
<td>22 credits</td>
<td>22 credits</td>
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</tbody>
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A New Rochelle High School provides students with unlimited opportunities to retake required Regents examinations to improve their scores. Students who fail, after two attempts, to attain a score of 65 or above on a required Regents examination shall be given an opportunity to appeal that exam score. To be eligible for an appeal, students must: i. pass the course in the subject area of the Regents examination under appeal; ii. score at least a 60 on the required Regents examination; iii. have a 95% attendance rate, and iv. receive academic intervention services in the subject area of the Regents examination under appeal. A committee shall review the appeal to determine that the student has demonstrated the knowledge and skills required under the State learning standards in the subject area in question.

B Students, identified as having a disability who have an IEP or 504 Accommodation Plan and who fail a required Regents examination, have the following safety net options to fulfill testing requirements for a local diploma:

i. **The 55-64 passing score option.** A Regents Examination grade of 55-64 may be considered a passing score.

ii. **The compensatory option.** A score of 45-54 on a required Regents exam (except in English and mathematics) may be considered a passing score if it can be compensated by a score of 65 or above on another required Regents exam. In all cases, students must achieve a score of 55 or above on ELA and math.

iii. **Superintendent's Determination:** Students who have met credit requirements and taken all required Regents exams may be eligible for a local diploma via superintendent determination

C Students who first enter grade nine in September 2011 and thereafter, have the option of passing four Regents Exams, one each in English, Math, Science, and Social Studies, and a comparably rigorous pathway assessment for the fifth required examination to graduate. The fifth assessment, required for graduation, may include one of the following pathway assessments:

- Humanities Pathway-- One additional social studies Regents exam or an approved alternative assessment in social studies, literature or languages.
- Science, Technology, Engineering and Mathematics (STEM) Pathway--One additional Regents exam in a different course in mathematics or science or an approved alternative assessment in the applied sciences, technology, engineering or math.
- Biliteracy Pathway--A pathway assessment in a Language Other Than English (LOTE).
- Career and Technical Education (CTE) Pathway—A career and technical education pathway assessment, approved by the NYS Department of Education, following successful completion of an approved CTE program.
- Arts Pathway--An arts pathway assessment, pending recommendations of a NYSED Blue Panel Ribbon for the Arts.

Students and parents should consult with the NRHS School Counselors for guidance about the assessments approved by NYS Department of Education for the 4 + 1 assessment option.

D Students can earn either a Regents Diploma or a Regents Diploma with Advanced Designation with a Technical Endorsement by completing an approved Career and Technical Education (CTE) program and passing a three-part technical assessment. Approved Career and Technical Education programs are available at the Southern Westchester BOCES Center for Career Services and in the NRHS Architectural Design program. The CTE program in Business Marketing Education is pending state approval.

E Students who complete all course work and testing requirements for the Regents Diploma with Advanced Designation and pass, with a score of 85 or better, three Regents examinations in mathematics and/or three Regents examinations in science, will earn a Regents diploma with advanced designation, with an annotation on the diploma that denotes mastery in mathematics and/or science, as applicable.

F Students who enter grade 9 in 2013 and beyond must pass the Regents Exam in ELA (Common Core) in
order to satisfy graduation requirements.

H Students who are identified as English language learners and who first entered school in the United States in grade 9 or above, may appeal to graduate with a local diploma if they have taken the required Regents Examination in English language arts at least twice and earned a score on this exam between 55 and 64. To be eligible for an appeal, students must: i. pass the English language arts course; ii. have a 95% attendance rate, and iii. have received academic intervention services. A committee shall review the appeal to determine that the student has demonstrated the knowledge and skills required under the State learning standards in the subject area in question.

I Students first entering grade nine in September 2016 and after must pass four credits of Social Studies, including 2 credits in Global History, 1 credit American History and ½ credit each in Participation in Government and Economics.

J Students who are first enrolled in Algebra 1 in the 2013-14 school year or thereafter must take the New York State Common Core Algebra 1 Regents Exam. Students who are first enrolled in Geometry in the 2014-15 school year or thereafter must take the New York State Common Core Geometry Regents Exam. Students who are first enrolled in Algebra II in the 2015-16 school year or thereafter must take the New York State Common Core Algebra II Regents Exam.

K At least one course shall be a life science and another shall be a physical science.

L In order to qualify to take a Regents examination in any of the sciences, a student must complete 1,200 minutes of hands-on laboratory experience with satisfactory documented laboratory reports.

M Students identified as having a disability which adversely affects the ability to learn a language may be excused from the Language other than English (LOTE) requirement if the Individualized Education Plan (IEP) indicates that this requirement is not appropriate but must still meet the requirements for the total number of credits.

N Students who complete the first credit of Language Other than English (LOTE) before the end of eighth grade must pass a locally developed proficiency examination that is aligned with the New York State learning standards for Languages Other than English at Checkpoint A.

O Students completing a five-unit sequence in career and technical education or the arts (visual arts, music, dance, and theatre) are not required to complete the additional two units of the Language Other than English requirement for the Regents Diploma with Advanced Designation but must still meet the requirements for the total number of credits.

P With elimination of Regents examinations, students will be required to meet the assessment requirement by passing a locally developed exam aligned to the New York State learning standards for Languages Other than English at Checkpoint B.
EARLY GRADUATION

Although early graduation is not encouraged, there are instances in which it is desirable. Students who indicate an interest in graduating at the end of their Junior Year or at the end of the first semester of their Senior Year, must meet all graduation requirements and follow certain procedures. The deadline for filing an early graduation request is the end of the second semester of grade ten to graduate the following June or the end of the first semester of grade 11 to graduate in January of the senior year. Such students must have and maintain an 85 cumulative average; must submit recommendations from teachers of required courses which objectively assess the student's ability to handle an accelerated program; and must submit a recommendation from the student's counselor which assesses the student's ability to handle an accelerated program, the feasibility of the proposed program as related to the school's instructional program, and an assessment of the student's academic maturity level.

PLANNING YOUR PROGRAM

Choosing an academic program of study is one of the most important decisions students make in high school. The choices students make with respect to challenging themselves with rigorous courses and opting for meaningful electives have significant future consequences. School Counselors guide students in developing their program of study during individual and small group educational planning conferences. During these planning conferences, counselors help students evaluate their academic progress towards fulfilling graduation requirements and help them understand how their high school courses will prepare them for their future academic and career goals. They also distribute the NRHS Student Program Guide and review course offerings within each of the departments.

SELECTION OF COURSES

To use this "Program Guide" to your advantage, you must carefully analyze all of the information: units of credit, required subjects, and prerequisites. The descriptions that follow do not contain a complete listing of all of the course objectives. Department chairpersons have more specific information detailing each course's competencies and objectives.

More than simply fulfilling graduation requirements, the high school program of study provides a foundation and preparation for life beyond high school. For example, most New Rochelle High School graduates will pursue a college degree after graduation and taking solid high school courses makes them more competitive in the admissions process. College admissions committees primarily focus on the strength of curriculum taken in high school along with grade point average, class rank and SAT results. Therefore, students are strongly advised to push themselves with the most challenging program in which they can earn strong grades. A typical high school program of study includes five major subjects, one elective, and Physical Education for a total of 6.5 units of credit each year. Furthermore, electives should be taken in addition to the traditional academic courses, not in place of them.

As students make their final selection of courses and complete their Program Course Request Form, they are expected to review their choices with their parents. They are encouraged to use the four-year planning document at the end of the Student Program Guide.
COURSE CHANGES AND WITHDRAWAL GUIDELINES

It is essential that all course selections are made carefully and that a deadline is established beyond which changes cannot be made. Course requests will be made during the spring semester. Once the master schedule is developed, course conflicts must be resolved before the conclusion of the school year. Finalized student schedules will be mailed home during the third week of August. Students may request a change of program only until the first Friday after Labor Day. These requests are granted on a space available basis taking into account class size.

If a student is unsuccessful in a course and this difficulty is substantiated by a teacher’s recommendation, a change in level or placement may be made with written parental consent and departmental approval. Only after a student has completed a reasonable amount of time in a course can a request for a change in level or placement be made.

Withdrawals occurring before the end of the first marking period will not be noted on the transcript. Withdrawals occurring after the deadline will be noted on the transcript as a “WP” or “WF”.

INDEPENDENT STUDY

This alternative is open to students with plans for a program of study not found in regular course offerings. For Independent Study projects, grades (Pass, Fail) are issued quarterly by the staff advisor.

If you are interested in pursuing this option for a semester or full year, you should:

1. Discuss the proposed plan with your counselor and teacher-advisor.
2. Write a one-page description of the project including goals and objectives which must reflect curriculum for that course
3. Complete an Independent Study contract and submit it to your teacher advisor for approval, revisions or disapproval.
4. Secure final approval from your advisor, department chairperson, Assistant Principal and Principal.
5. Receive from your counselor an ADD/DROP form for the program with appropriate course number added.
6. Begin to work with your advisor when a copy of the signed contract has been received.

COLLEGE ENTRANCE REQUIREMENTS

Colleges differ widely in their admission requirements. Some colleges may require a specific sequence including advanced courses in humanities, math, science and foreign language, while other colleges may only require a high school diploma. Every college would expect students to pursue the most challenging course of study in which they can demonstrate strong achievement.

1. English (4) units
2. Social Studies (4) units
3. Foreign Language (3-4) units
4. Laboratory Science (4) units
5. Mathematics (4) units
6. Performing and Visual Arts (3-4) units
7. Electives in areas of personal and/or vocational interest

For specific college entrance requirements, students should consult the college catalogs available in the Career Center.
GENERAL INFORMATION ON COURSE SELECTION*

The faculty of New Rochelle High School is prepared to offer the courses listed by department on the following pages. (Certain terms included in each course description are explained below:)

COURSE CODE NUMBER
Each course is assigned a four-digit course code number which identifies it for data processing.

COURSE TITLE
The course title appears directly after the course code number. It is important to use exact course titles as well as the code number in completing the course request form.

LEVEL
Some courses are designated -- Honors/AP, Regents, Regents Plus -- to indicate degree of difficulty. More advanced subjects generally require more work and outside preparation.

UNITS
One unit of credit is granted for a course that meets one period per day for the entire school year. Courses which meet for one semester or those which meet every other day are granted 0.5 units of credit.

WEIGHT (Wt:)
Weight is the factor used to generate students’ weighted grade point averages and class ranks. For example, the final course average is multiplied by the weight factor to calculate a weighted course average. More challenging courses are given a higher weight value.

PREREQUISITES
Prerequisites are the requirements to qualify for enrollment in a class. Enrollment in some courses requires the approval of the department chairperson.

TYPE OF EXAMINATION
Either a Regents examination or a school examination is required in most courses.

PERIOD PER WEEK (PD/WK)
While most courses meet 5 class periods per week, there are some courses which meet on an every other day basis, such as health and physical education. Laboratory sciences meet for 5 class periods per week and have an additional laboratory period which meets every other day. Career and Technical Education electives offered at the Southern Westchester BOCES Center for Career Services meet four periods a day.

*The school reserves the right to withdraw any course in which there is an insufficient enrollment.
All English classes on all grade levels will focus on the achievement of the Common Core Learning Standards for English Language Arts that have been established by the New York State Department of Education. Mastery of these standards will be assessed both in the classroom and by the English Regents Examination administered to all juniors.

All seniors are enrolled in semester-length academic, elective classes except for those enrolled in Advanced Placement (wt. 1.10), Journalism, or for those required to take Regents Plus Intensive English (wt. 1.00), Step Up: Introduction to College English (WCC).

Each teacher of academic English 4 electives designs his/her course from a variety of interest based readings and supplements literature instruction with a range of creative and expository writing activities.

For students enrolled in English 4 Academic (wt. 1.05), the following elective offerings are available:

- African American Literature
- College Writing
- Comedy and Satire
- Creative Writing
- English Regents Plus Intensive
- Film and Literature
- Film as a Narrative Form
- From Page to Screen
- Introduction to College English
- Journalism
- Latino Literature
- Literature and Psychology
- Literature of Mystery
- Literature of Science Fiction
- Myth and Legend
- Screenwriting and Filmmaking
- Shakespeare
- Speech/Communications
- Step Up: Introduction to College English (WCC)
- The Bible as Literature
- The Fairy Tale in Literary Context
- The Immigrant Experience Through
- Video and Digital Journalism: New Ro News
- World Literature
- Writing for Real
- Young Adult Literature

English courses taken as components of PAVE or other programs cannot also be considered for English credit.
3101  ENGLISH 1 REGENTS
1.00 Unit
Offered in Grade 9
Prerequisite: 8th Grade English

Ninth grade Regents classes address the curricular imperatives and literacy standards implicit in the demands of the Common Core Regents examination. The literature component of the course focuses on teaching students how to read and interpret various genres – novels, plays, short stories, and poems – within the context of several connective themes, particularly that of “characters and conflict.” The writing component builds to the evidence-based claim. Writing begins with the single paragraph which leads to the development of the multi-paragraph essay in which thesis-support concepts are central. A thorough review of grammar, syntax, and sentence combining techniques occurs within the context of the writing program.

3201  ENGLISH 2 REGENTS
1.00 Unit
Offered in Grade 10
Prerequisite: 9th Grade English

The tenth grade curriculum reinforces and expands upon those skills introduced in grade nine. The literature component of the course continues to emphasize the reading of novels, plays, short stories, poems, and selected nonfiction and seeks to further students’ ability to draw independent but supportable conclusions from the text. In addition, students examine how authors use specific literary techniques to develop key themes and concepts. Although students begin with a review of the well-structured paragraph, they move quickly to the writing of the multi-paragraph essay which responds to a multiple texts. Grade 10 continues to review topics in grammar, syntax, and sentence combining with a special emphasis on usage and diction.

3260  ENGLISH 2 HONORS
1.00 Unit
Offered in Grade 10
Prerequisite: Department Approval

For students who enjoy reading and interpreting texts independently, and have demonstrated superior ability in literary analysis and written response on the qualifying examination and in their freshman English class, this class will hone oral and written communication skills through the intensive study of poetry, drama, short and full-length fiction, and nonfiction. English 2 Honors is a beginning course in the advanced study of literary techniques and universal themes. The literature will require sophisticated exposition. Assignments will inspire intellectual independence and refine written expression. Students will be expected to read and write extensively. This course will also address the curricular imperatives implicit in the Common Core Regents Examination.

3300  ENGLISH 3 REGENTS
1.00 Unit

Grade 11 provides extensive reinforcement of those introduced language arts skills required for the Common Core Examination in English. The curriculum introduces students to the periods, movements, and forms of American literature, placing special emphasis on the critical reading of major American authors. The writing program focuses on the document based argument essay and shorter literary analysis study which reflect the tasks on the Regents examination, and comparative essays which reflect the tasks on the Regents assessment.

"Don’t be seduced into thinking that that which does not make profit is without value."

Arthur Miller
AP CAPSTONE SEMINAR
1.00 Unit
Offered in Grade 11
Prerequisite: Department Approval

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

ENGLISH 3 HONORS
1.00 Unit
Offered in Grade 11
Prerequisite: Department Approval

For students who have demonstrated superior ability both on the qualifying examination and in their sophomore English class, eleventh grade Honors English provides an in-depth examination of American thought and culture through literature. The course will emphasize the development of sophisticated critical skills through close textual analysis and well-honed written exposition.

“If you tell the truth you do not need a good memory!”
— Mark Twain, The Adventures of Huckleberry Finn

AP ENGLISH LANGUAGE AND COMPOSITION
1.00 Unit
Offered in Grade 11
Prerequisite: Department Approval

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both writing and reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

SENIOR ELECTIVE COURSES

Step Up: INTRODUCTION TO COLLEGE ENGLISH
1.00 Unit

StepUp: Introduction to College English takes the place of a traditional 12th grade ELA course for high school credit, and is designed for students as a rigorous, project-based course in which students build their writing, research and reading skills in preparations for college-level English. The course is designed around the question, “It’s 12th grade and I have a big decision to make. What should I do next and why?” Students earn traditional grades, along with a StepUp! Score, which can exempt them from the writing placement exam at WCC, allowing them to place into English 101 their first semester of college, upon matriculation at WCC.

AFRICAN-AMERICAN LITERATURE
0.50 Unit

This course will consider the predominant themes in African–American literature. Students examine African literature, slavery and the Abolitionist movement, the period of Reconstruction through 1915, the Harlem Renaissance, the literature of the 1930’s through the 1940’s, the Civil Rights movement, and modern African-American literature.
3423  WORLD LITERATURE  
0.50 Unit  
PD/WK 05

This course explores the universal questions of human existence through the eyes of writers from around the world. Students will read the great masters of Africa, Europe, the Far East, Latin America, North America, Russia, Scandinavia, and South America. Classic and modern short stories, poems, and plays will expose students to a multicultural world. These selections will illuminate the joys, tragedies, and challenges that are common to all people.

3430  ENGLISH REGENTS PLUS INTENSIVE  
0.50 Unit  
Prerequisite: 11th Grade English  
PD/WK 05

The curriculum for grade 12 focuses on core readings from a variety of literary sources and the further development of writing skills. In the Regents Plus Intensive course, special attention will be given to those students who need supplemental work to meet the requirements of the Common Core Regents Examination in English.

3442  FROM PAGE TO SCREEN  
1.00 Unit  
PD/WK 05

Offered in Grades 11 and 12

From movies to news stories, PSA’s to documentaries, your phone is a powerful device. This class is for the beginner to the expert. If you are a beginner, you will learn the basics about what a story arc is, how to create a treatment and storyboard, and basic movie making skills (including filming and editing). If you are advanced, this class is meant to be a space to work on your individual projects. You will be able to use the class as a creative space and benefit from the mentorship for the teacher and your peers. This class will require students to work on the video announcements for the school, and it will require students to create original content each and every month. Class meets every other day, yet requires separate, independent work.

3443  FILM – NARRATIVE FORM  
0.50 Unit  
PD/WK 05

This course will explore the unique elements of film as a storytelling medium and an art form. The course will focus on some of the great films and great film directors. The course will be organized around various genres of film: comedy, drama, western, film noir/crime, thriller, musical, romance, fantasy/science fiction, war. Students will examine films such as “Citizen Kane,” “The Godfather,” “Shane,” “West Side Story,” and “Annie Hall.” They will also learn about some of the great directors, e.g., John Ford, Akira Kurosawa, Billy Wilder, Preston Sturges, Martin Scorsese, and Alfred Hitchcock. The films will be viewed in class and discussed as works of narrative fiction. Among the issues to be explored will include thematic content, character development, narrative point of view and plot development. Other issues will examine censorship, film coverage of and impact on social issues, and film as art vs. film as business. Students will write critical responses and several longer papers/projects over the course of the semester.

“Race hate isn’t human nature. Race hate is the abandonment of human nature.”  
– Orson Welles, actor, director

12
In this course, students will hone active reading and critical thinking skills through the literature of mystery genre. They will read mystery poems, short stories, and full-length classic and modern texts and will respond to those texts in various forms of writing. Students will be trained to solve mini-mysteries and to extract and follow both straight and circuitous trails of clues.

This course will introduce students to the idea of real workshop skills as they fashion original writing in a variety of genres. As a part of a community of writers, pupils will respond to a spectrum of writing prompts, learn and apply proofreading and editing skills and produce original works of which they might be proud.

This full-year course will provide students with a solid foundation in practical journalism skills as well as insights into some common ethical issues that reporters confront. Through in-class discussion, written assignments, peer editing, analysis of trends in the news and simulated media experiences, students will learn: where to find information, interviewing techniques, how to deal with and evaluate sources, how to organize stories, how to communicate concisely and clearly, and the fundamentals of writing in the news genre. Open to sophomores and juniors in addition to English 2 or 3.

This course provides an introduction to basic communication theory. Students will study and present informative, persuasive, celebratory, and demonstrative speeches that provides an introduction to basic communication theory. Techniques for presenting informative, persuasive and demonstration speeches are introduced and practiced. Problem-solving techniques, interview strategies and conference behaviors help students to master those inter-personal skills that promote success in higher education as well as on the career path.

This course is interdisciplinary in nature using Psychology and Literature as windows into human experience. Specific psychological theory and family systems analysis will be used to explore and explicate novels, short stories and poetry. The theories of Carl Jung, Sigmund Freud, Alfred Adler, Eric Erickson, Carl Rogers, Abraham Maslow, Rollo May and Virginia Satir will be used to analyze the literature of Kate Chopin, Flannery O'Connor, Russell Baker, Tillie Olsen, Joyce Carol Oates, Stephen King, Theodore Dreiser, Frank Norris and Charlotte Perkins Gilman.

The central focus of this course will help students apply a broader and deeper context in which to understand literature. It will also allow students to explore different dimensions of their own personhood if so desired. It will further assist students in their critical thinking abilities by providing different ways of thinking and conceptualizing human experience (psychodynamics and family dynamics) through a narrative construct.

This would be a fruitful elective for the students who are thinking about English, Psychology, Social Work, Family Psychology or Sociology as a major in college.
3463 MYTH AND LEGEND 0.50 Unit

The Myth component of this elective examines levels of meaning for modern man in the literature of classical mythology. It analyzes philosophical, social, and moral implications as well as literary values in Greek, Roman and Norse myths in particular, with reference to Egyptian and other selected world mythologies forward in time to the Anglo-Saxon period of Beowulf. Emphasis is placed on man’s vision of himself as it expresses itself in the development of the hero through the classical period. The Legend component examines levels of meaning for modern man in the literature of Arthurian legend. It analyzes philosophical, social, and moral implications as well as literary values in the legends of the medieval period. Modern transpositions of mythology and legend are also examined.

3465 THE FAIRY TALE IN LITERARY CONTEXT 0.50 Unit

In this half-year course, students will explore fairy tales in their original forms as well as their modern versions. Students will read the traditional versions of the fairy tales as they have been recorded across many cultures. Once familiar with these origins, students will reexamine how modern authors have embraced, discarded and transformed these tales. Through the examination of various tales and scholarly criticism, student will become familiar with what defines a fairy tale, its traditions, archetypes and motifs. In addition, students will examine the greater social, psychological, historical and even political themes hidden within these stories. Finally, students will examine how the fairy tale’s structure is alive in well contemporary literature.

3482 THE IMMIGRANT EXPERIENCE THROUGH FILM AND LITERATURE 0.50 Unit

This half-year course will encompass an examination of literature and film about the immigrant experience in the United States. Students will read, discuss, and write about contemporary American immigrant literature and related texts from other disciplines becoming conversant in issues surrounding immigration to the United States and how authors respond to them in literature.

3485 SHAKESPEARE 0.50 Unit

This half-year course will empower students to be experts on Shakespeare and Shakespearean tragedies and comedies. They will explore one tragedy and two comedies: Titus Andronicus, Midsummer Night’s Dream, and The Tempest or The Merchant of Venice. In addition, students will be asked to read selected literary criticism about tragedy, the individual plays, and their dramatic histories in order to better understand meaning and context.

“I know a bank where the wild thyme blows, Where oxlips and the nodding violet grows, Quite over-canopied with luscious woodbine, With sweet musk-roses and with eglantine.”

— William Shakespeare, A Midsummer Night’s Dream
**3484 THE BIBLE AS LITERATURE**

0.50 Unit

This course will explore the stories of the Bible with two central motives: to better understand literature by examining biblical motifs/allusions, and to study the cultural and historical context of the biblical text itself. The literary works of Flannery O’Connor, Saul Bellow, Herman Melville, and John Steinbeck will be studied using the Bible for contextual analysis. In addition, the textbook *The Bible and Its Influence* will be used to learn about the Bible and its role in life, language, and culture. In both purposes the course’s aim is to lead students to a deeper and more meaningful view of the Bible as it relates to literature and culture.

**3488 SENIOR SEMINAR COLLEGE READING**

0.50 Unit

College Reading is an advanced reading course designed to develop students’ thinking, reasoning, and problem-solving skills. Upon completion of the course, the student should be able to apply critical and efficient reading and inferential thinking skills to college texts and personal reading.

**3489 SENIOR SEMINAR COLLEGE WRITING**

0.50 Unit

Students will be introduced to the practices, habits, conventions and skills of college writing. As such, it is a course that emphasizes reading and writing and the interactions between them. Students will learn how to understand and how to think critically about the ideas and language of others and how to articulate them in their own meaningful responses to the ideas and language of others through their writing.

**3584 LATINO LITERATURE**

0.50 Unit

This course celebrates the stories of Latinos in the United States through a variety of genres including short stories, memoirs, novels, poetry, and personal essays. Latino Literature will cover such subjects as family, individual aspirations, personal challenges, and social and economic struggles. It is designed for students who enjoy literature and are curious to explore the Latino experience.

**3492 WRITING FOR REAL**

0.50 Unit

Through intensive grammar instruction, students will write authentically in order to understand the value and real-world purposes for writing. The first half of the course will focus on writing for work; examples of assignments may include writing cover letters, resumes, and mock workplace e-mail correspondence. The second half of the course will explore everyday writing. The students will create and maintain blogs, write letters to companies to address a problem or to request assistance, and other personal writing activities. The end of the course will culminate with a grammar and writing exam.

**3493 YOUNG ADULT LITERATURE**

0.50 Unit

In this half-year course, students will expand their ability to read both critically and analytically through our work with Young Adult Literature. Students will engage in a range of discussions that will explore the themes and archetypes featured in contemporary YA novels. Through reading several popular YA novels, students will develop opinions and discuss the merit of each work through various lenses.
3494  LITERATURE OF SCIENCE FICTION
0.50 Unit PD/WK 05

What does the future hold? Even though we may never know for sure, that has never prevented writers, artists, and thinkers from imagining it. In this course, students will put this question to the test and explore what defines the Science Fiction genre. Pulling from a range of texts, including short stories, novel excerpts, artwork, and films, students will examine key Science Fiction tropes and sub-genres to analyze the intersection of fiction with technology, scientific research, and social issues throughout history – and the present. Non-fiction articles will be paired with fiction pieces, giving students a chance to see spaces where imagination becomes actual innovation. Students will engage in both literary analysis and research to examine the Science Fiction genre and how it connects to real-world issues.

3495  COMEDY AND SATIRE
0.50 Unit PD/WK 05

Students will read satirical and comic literature, analyze satirical cartoons throughout history, and watch contemporary movies and television shows that use comedy and satire to incite change. Authors will include Aristophanes, Jonathan Swift, Mark Twain, Joseph Heller, and Kurt Vonnegut. Cartoonists will span from William Hogarth and Thomas Rowlandson to Steve Bell, Berkeley Breathed, and Matt Stone and Trey Parker (“South Park” and “Book of Mormon”).

3496  VIDEO AND DIGITAL JOURNALISM: NEW RO NEWS
0.50 Unit PD/WK 05

New Ro News is an elective that teaches non-fiction writing and journalism, and uses our current New Ro News series to apply those skills. Students will not only create original works of nonfiction, they will have the opportunity to apply those skills to real-world projects that are shared with the community and world-at-large. Additionally, students will learn the skills that are necessary to work in a production studio, delivering daily short-form news pieces and monthly long-form pieces. This fast-paced and engaging class is an excellent opportunity for any junior or senior who is looking to expand his or her understanding of journalism in the 21st century.

6070  SCREENWRITING & FILMMAKING
1.00 Unit

A certain number of spots are available every year for sophomores, juniors and seniors who have an interest in this subject.
Prerequisite: Acceptance into PAVE Acting; concurrent registration in PAVE I Acting.

In this workshop style course, students will learn the fundamentals of playwriting and screenwriting through the writing of scripts, bolstered by the use of improvisational techniques. Emphasis will be placed on the development of action, conflicts, events, and theme.

In the course of the year, students will complete a short film in collaboration with other students, the prose treatment of a short screenplay, and a series of short original film projects. The course will promote these learning goals; the expression of ideas, the exploration of individual creativity and the creative process, self-reflection and self-analysis, and the development of interpersonal skills. Students will learn the basics of filmmaking, editing, and an understanding of microphones and lights.
3335  AP CAPSTONE RESEARCH
1.00 Unit
Offered in Grade 12
Prerequisite: Department Approval
Recommendation: Previously taken AP Statistics or will take it during senior year

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a year-long investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000 to 5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

3475  AP ENGLISH LITERATURE AND COMPOSITION
1.00 Unit
Offered in Grade 12
Prerequisite: Department Approval

This is a college level course open by invitation to those students whom the department deems ready. Advanced Placement English involves students in the examination of the various literary genres: poetry, drama, the short story, the novel, and expository literature. Intensive study of a representative sampling from the various genres and the various periods prepare students for the wider independent reading undertaken during the course of the year. In class discussion and in analytical writing, students are responsible for accurate reading and interpretation of literature, for arriving at opinions about what they have read, and for being prepared to present and defend these opinions.

3491  RESEARCH IN THE HUMANITIES
0.50 Unit

This is a course designed for students who are serious about pursuing scholarly interests, which will require strong reading and sophisticated writing skills. Through an inquiry-based approach, students will develop their own interdisciplinary topics to explore what will ultimately lead them to create a year-long investigation that responds to a profound question. Students will be immersed in this discovery process, as they read widely and deeply both teacher chosen and self-selected texts. Students will develop effective research skills, learn about current research tools, all while simultaneously creating an in-depth, hands-on examination of their subject. In addition to reading and synthesizing approximately twenty-five to thirty sources, students will be expected to develop a methodology that will include, but not exclusive to, interview with or shadowing of experts in their fields of study, designing and distributing surveys, creating and conducting social experiments and case studies, and taking field notes. Permission will be required to take this course.
These introductory courses in the study of French, Spanish, or Italian, start the three-year checkpoint B sequence. The four basic language skills - speaking, understanding, writing and reading - are developed and applied on an elementary level. Emphasis on building vocabulary and grammar structures is maintained. The study of culture is introduced via reading materials, filmstrips, slides, and other visuals. Cultural topics are also treated within the class text.

This is an introductory course in the study of Mandarin. The four basic language skills: speaking, listening, reading and writing are developed and applied on an elementary level. Emphasis on building vocabulary and grammar structures is maintained. The study of culture is introduced via reading materials, filmstrips, slides, and other visuals. Cultural topics are also treated within the class text. Students are instructed through a Pinyin Romanization system and will be introduced to some of the Chinese characters.
5020  FRENCH 2  
5120  SPANISH 2 
5220  ITALIAN 2 
1.00 Unit  
Offered in Grades 9, 10, 11, 12  
Prerequisite: None 

The basic skills are expanded; more reading and writing is done. Vocabulary is also increased and grammar structures become more advanced. The study of culture continues using both textbook materials and expanded visual presentations, including applicable video tapes and films.

5320  MANDARIN 2 
1.00 Unit  
Offered in Grades 9, 10, 11, 12  
Prerequisite: None 

The basic skills are expanded; more reading and writing is done. Vocabulary is also increased and grammar structures become more advanced. The study of culture continues using both textbook materials and expanded visual presentations, including applicable video tapes and films. Students are instructed through a Pinyin Romanization System. Students will continue learning Chinese characters.

5030  FRENCH 3  
5130  SPANISH 3 
5230  ITALIAN 3 
1.00 Unit  
Checkpoint B Exam Required  
Offered in Grades 10, 11, 12  
Spanish 3 only: Also offered in grade 9  
Prerequisite: None 

The basic foundation is completed this year. Reading and writing skills are further developed toward greater mastery of vocabulary and grammatical structures. Oral communication skills are strengthened, cultural topics are studied through both literature and audio/visual materials, and advanced reading material is added.

5330  MANDARIN 3 
1.00 Unit  
05  
Offered in Grades 10, 11, 12  
Prerequisite: None 

All the basic foundations are completed this year. Reading and writing of Chinese characters is further developed towards the greater mastery of vocabulary and understanding of Chinese grammar. Oral communication skills are reinforced, and cultural topics are studied through the use of electronic media.
ITALIAN 3 HONORS
5235
1.00 Unit
Offered in Grades 10, 11, 12
Spanish 3 honors only: Also offered in grade 9
Prerequisites: ENTRANCE EXAM REQUIRED, A MINIMUM GRADE OF 90 IN LEVEL 2, & DEPARTMENT APPROVAL

The basic foundation for three years of language study is completed this year. In addition to the development of skills as in 5030 and 5130, emphasis is given to reading simple literature as a foundation for advanced literary studies in Advanced Placement courses.

FRENCH 3 HONORS
5035
1.00 Unit
PD/WK 05
Offered in Grades 10, 11, 12

SPANISH 3 HONORS
5330
1.00 Unit
PD/WK 05
Offered in Grades 10, 11, 12

MANDARIN 3 HONORS

FRENCH 4
5040
1.00 Unit
PD/WK 05
Offered in Grades 11, 12
Prerequisite: None

The further mastery of basic skills is emphasized. Contemporary literature and cultural readings are studied. The conversational skill is expanded and developed in depth.

FRENCH PRE-AP
5041
1.00 Unit
PD/WK 05
Offered in Grades 11 & 12
Prerequisite: Entrance Exam & Teacher recommendation

The French Pre AP course is designed to further enhance the four skills of language: listening, speaking, reading comprehension and analytic writing. Authentic language, in audio, visual and written form is utilized to sharpen the students’ receptive language. This course emphasizes communication through advanced exercises in preparation for the Advanced Placement French Language class.

AP FRENCH LANGUAGE AND CULTURE
5081
1.00 Unit
AP EXAM REQUIRED
PD/WK 05
Examination Fee Payment Required Before November 1
Offered in Grades 11, 12
Prerequisite: Pre AP & Department Approval

The advanced placement in French Language is intended for those who have chosen to develop their proficiency in French with no specific emphasis on literacy analysis. Students should have attained a reasonable proficiency in listening comprehension, speaking, reading and writing in order to achieve in this course.

SPANISH 4
5140
1.00 Unit
PD/WK 05
Offered in Grades 10, 11, 12
Prerequisite: None

The further mastery of basic skills is emphasized. The course presents a survey of literature of different periods offering both Peninsular and Latin American authors. Students are introduced to a variety of literary genres. Although advanced grammar points are covered, the course emphasis is on reading and writing.
5145  PRE-AP SPANISH
1.00 Unit  
Offered in Grades 11 & 12  
Prerequisite: Entrance Exam & Teacher recommendation

The Spanish Pre AP course is designed to further enhance the four skills of language: listening, speaking, reading comprehension and analytic writing. Authentic language, in audio, visual and written form is utilized to sharpen the students’ receptive language. This course emphasizes communication through advanced exercises in preparation for the Advanced Placement Spanish Language class.

5175  AP SPANISH LANGUAGE AND CULTURE
1.00 Unit  
AP EXAM REQUIRED  
Offered in Grades 11, 12  
Prerequisite: Pre AP Spanish & Department Approval

The A.P. Exam in Spanish Language is intended for those who have chosen to develop their proficiency in speaking, listening, reading and writing in Spanish. This course is the prerequisite for AP Spanish Literature.

5176  AP SPANISH LITERATURE
1.00 Unit  
AP EXAM REQUIRED  
Offered in Grade 12  
Prerequisite: AP Language & Department Approval

This course prepares students for the AP Exam. A survey of literary genre from the Golden Age to contemporary times will be analyzed and discussed. The emphasis is on critical analysis and essay writing.

5240  ITALIAN 4
1.00 Unit  
Offered in Grades 11, 12  
Prerequisite: None

This course emphasizes mastery of conversational language and written language. The basic skills are developed to an advanced level of expression. Selected literature is read and analyzed.

5245  PRE-AP ITALIAN
1.00 Unit  
Offered in Grades 11 & 12  
Prerequisite: Entrance Exam & Teacher recommendation

The Italian Pre AP course is designed to further improve the four skills of language: listening, speaking, reading comprehension and analytic writing. In this course students sharpen their skills through a survey of authors from the 1300’s to the present time. This course explores the culture and geography of Italy as well as the contributions of Italian Americans to America’s society.
5275  AP ITALIAN LANGUAGE AND CULTURE
1.00 Unit  PD/WK 05
AP EXAM REQUIRED
Offered in Grade 12
Prerequisite: Pre AP Italian & Department approval

The AP Italian Language and Culture course has been designed to develop students’ reading, writing, listening, and speaking skills within a cultural frame of reference reflective of the richness of Italian language and culture. AP Italian students will focus on the structural aspects of the language while interweaving cultural content throughout the course. The AP Italian Language and Culture would prepare students to demonstrate their level of Italian proficiency across the three communicative models (interpersonal, interpretive, and presentational), and throughout the five-goal areas outlined in the Standards (communication, cultures, connections, comparison, and communities).

5345  PRE-AP MANDARIN
1.00 Unit  PD/WK 05
Offered in Grades 11, 12
Prerequisite: Entrance Exam & Teacher recommendation

This course is designed to continue the enhancement of communications skills in listening, speaking, reading and writing at an advanced level. Advanced writing of Chinese characters will be presented and reviewed. Students will continue working to improve their skills in communicating in the language. This course emphasizes communication through advanced exercises in preparation for the Advanced Placement Mandarin Language class.

5375  AP CHINESE LANGUAGE & CULTURE
1.00 Unit  PD/WK 05
AP EXAM REQUIRED
Examination Fee Payment Required Before November 1
Offered in Grade 11, 12
Prerequisite: Pre AP Mandarin & Department Approval

The Advanced Placement Chinese course is geared at preparing students both linguistically and culturally to communicate successfully in Chinese within and beyond the school setting. In this course students are exposed to more sophisticated grammar points and vocabulary expanding their linguistic range in listening, speaking, reading, and writing skills. The course also helps students prepare for advanced Chinese study by exposing them to formal and written expressions and increasing their “media literacy.” This is accomplished by providing exposure to common Chinese idioms and the stories behind them, and by introducing students to authentic materials from newspapers, magazines, and the Internet. This course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes: interpersonal, interpretive, and presentational, and the five target areas language: communication, cultures, connections, comparisons, and communities, as outlined in the Standards for Foreign Language Learning in the 21st Century.
5420    LATIN 2
1.00 Unit
Offered in Grades 9, 10, 11, 12
Prerequisite: Latin 1

This course continues and expands the study of Latin forms and syntax. Students increase their knowledge of vocabulary and grammar and progress to more complex translations of composed and authentic Latin. Students continue their study of culture and etymology at an intermediate level.

5430    LATIN 3
1.00 Unit
Offered in Grades 9, 10, 11, 12
Prerequisite: None

This course completes the study of Latin forms and syntax. Students develop translation skills through reading short excerpts of Cicero, Martial, Seneca and Horace. Students also develop a greater awareness of Rome’s cultural contribution to Western civilization. All materials from Latin I and Latin II are integrated in preparation for the Checkpoint B examination.

5435    LATIN 3 HONORS
1.00 Unit
ENTRANCE EXAM REQUIRED & MINIMUM GRADE OF 90
Offered in Grades 9, 10, 11, 12

This course completes the study of Latin forms and syntax. Students develop translation skills through authentic Latin readings of Ovid, Catallus, Cicero and Seneca.

5440    LATIN 4 HONORS
1.00 Unit
Offered in Grades 11, 12
Prerequisite: Department approval & Latin 3 Honors

In this course, students focus on translation technique by reading portions of Cicero’s *In Catilinam*, Ovid’s *Metamorphoses*, the poetry of Catullus, and Vergil’s *Aeneid*. Students explore the social context of each text and the style of each author and develop the skills required for literary analysis.
5475  AP LATIN
1.00 Unit
PD/WK 05
AP EXAM REQUIRED
Examination Fee Payment Required Before November 1
Offered in Grade 12
Prerequisite: Latin 4 Honors & Department Approval

This course provides students with an opportunity to translate, analyze and discuss Virgil’s epic, the *Aeneid*. Students hone their ability to translate with speed and accuracy, to acquire appropriate vocabulary and to identify key themes and ideas. Students also further their analytic and writing skills by communicating critical interpretations of Latin passages in lucid prose. Successful completion of this course prepares students to perform ably on the AP Vergil exam in May, which is mandatory for all registered students.

5132  SPANISH III HERITAGE
1.00 Unit
PD/WK 05
Offered in Grades 9, 10, 11, 12
Prerequisite: Department Approval

This course prepares Spanish-speaking Heritage students to further strengthen their skills in reading and writing in Spanish. Candidates are proficient in English and are able to communicate socially in Spanish. Checkpoint B Exam is required at the end of course.

5113  NATIVE LANGUAGE SPANISH I
1.00 Unit
PD.WK 05
Offered in Grades 9, 10, 11, 12
Prerequisite: Department Approval

This course is designed for native speakers of Spanish to strengthen and further develop their basic literacy skills in the areas of reading and writing. The focus of the course is in the development of vocabulary, reading comprehension skills and the introduction to the writing process in Spanish.

5123  NATIVE LANGUAGE SPANISH II
1.00 Unit
PD/WK 05
Offered in Grades 9, 10, 11, 12
Prerequisite: Department Approval

This course is designed for native speakers of Spanish for the further development in the areas of reading and writing. The focus of the course is to expand reading comprehension strategies, increase vocabulary development and the further development of the writing process.
These ESL courses were designed for students whose native language is other than English or for those who have recently arrived from an English-speaking country but still need linguistic support in standard academic English. Students are classified as ELL and placed in their corresponding ESL levels according to the individual results of the NYSITELL.

Our ESL Department offers ELLs five different ESL level courses: ESL Foundations, ESL I, ESL II, ESL III & English Bridge class. The objective at these different levels is to appropriately prepare students for the NYSESLAT and the Comprehensive English Regents Exam. The ESL and ELA Standards are used to guide in the planning and delivery of instruction.

5482  **ESL FOUNDATIONS**  
1.00 Unit  
Offered in grades 09, 10, 11, 12  
PD/WK 05  

The ESL Foundations curriculum nurtures and guides Students with Interrupted Formal Education (SIFE). The course helps them navigate the unfamiliar waters of literacy and educational norms. By focusing on basic language skills – Listening, Speaking, Reading, Writing – and phonemic awareness, the Foundations class prepares ELLs to move into Sheltered classes and develop survival skills they need to operate comfortably and successfully within American culture.

5476  **ENGLISH AS SECOND LANGUAGE I**  
1.00 Unit  
Offered in grades 09, 10, 11, 12  
PD/WK 05  

In this introductory course, students receive guidance and extensive practice in listening at the word, phrase, and sentence levels. ELL students enhance their listening comprehension of verbal instructions, of vocabulary in context, and of ideas in sentences, monologues, and dialogues. Speaking focuses on the clear pronunciation of common words and phrases and the development of Basic English pronunciation patterns of stress and intonation. This course develops basic writing and grammar skills of standard written English. The course focuses on the study and practice of simple and compound sentences including modification with adjectives, adverbs, and noun phrases, past and future verb tenses, comparatives, articles, prepositions, spelling and punctuation. At this level, students are being prepared to take the NYSESLAT.

5478  **ENGLISH AS SECOND LANGUAGE II**  
1.00 Unit  
Offered in grades 09, 10, 11, 12  
Prerequisite: ESL I or teacher recommendation  
PD/WK 05  

The primary focus of this level is to further develop ELLs’ reading comprehension, writing process, and listening and verbal skills. This course develops fluency in writing expository paragraphs and introduces essay structure in standard written English. A main objective in the course is the study and practice of topic sentences that express rhetorical notions, paragraph organization, coherence and verb sequencing, and/or review of grammar and sentence structure and variety. At this level, students are being prepared to take the Comprehensive English Regents Exam and the NYSESLAT.
5480 ENGLISH AS SECOND LANGUAGE III
1.00 Unit
Offered in Grades 9,10,11,12
Prerequisite: ESL 2 or teacher recommendation

ESL Level III reinforces and expands ELLs’ knowledge in the areas of reading comprehension, writing and literature comprehension. The main focus of the course is to provide an introductory literature course presenting different authors, periods and genres. In the reading part of the course ELLs are taught different reading techniques geared to improve their comprehension, reading analysis and poetry interpretation. ELLs further develop their writing skills and emphasis is given to the expository and informative essay format. At this level students are being prepared to take the Comprehensive English Regents Exam and the NYSESLAT.

3300 ENGLISH REGENTS BRIDGE COURSE
1.00 Unit
Offered in Grades 9,10,11,12

The English Bridge class is intended to support ENL students who have scored Commanding in the NYSESLAT. In order to achieve this purpose the class focuses on interpreting and analyzing information found in textbooks, essays, short stories, poems and films through literary techniques and elements (metaphor, simile, onomatopoeia, synecdoche, flashback, foreshadow etc.). Students will also be expected to develop their analytical skills in English by creating well-planned oral presentations (group and independent) which will include but not be limited to Thinking Maps, self-evaluations, use of technology, development of resumes and a final project that will focus on college writing. Finally, students will also be responsible for a weekly journal entry based on current events they have read or watched for the week.

4043 DEVELOPMENTAL MATH (see page 27)
4033 ALGEBRA 1A SHELTERED (see page 28)
4034 ALGEBRA 1B SHELTERED (see page 28)
4522 PHYSICAL SCIENCE (see page 38)
4528 INTRODUCTION TO SHELTERED LIVING ENVIRONMENT (see page 38)
4529 SHELTERED LIVING ENVIRONMENT (see page 38)
4532 SHELTERED GENERAL CHEMISTRY (see page 37)
3619 GLOBAL HISTORY I – SHELTERED (see page 44)
3621 GLOBAL HISTORY II – SHELTERED (see page 44)
3725 U.S. HISTORY – SHELTERED (see page 46)
3835 AMERICAN SOCIETY I – SHELTERED (see page 49)
3837 AMERICAN SOCIETY II – SHELTERED (see page 48)
Math Department

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Regents</th>
<th>Advanced Regents*</th>
<th>Advanced Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Algebra I</td>
<td>Algebra I</td>
<td>Geometry H</td>
</tr>
<tr>
<td></td>
<td>Algebra IA</td>
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<td>10</td>
<td>Geometry</td>
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<td>11</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Precalculus (H) &amp; Calculus I**</td>
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<td>Intermediate Algebra</td>
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<td>AP Statistics</td>
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<td>Intro to Programming</td>
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* Regents Diploma with Advanced Designation: Students must pass three math Regents exams. For a Regents Diploma with Advanced Designation and Mastery in Math Endorsement: Student must earn 85+ on all three math exams.
**These are SUPA courses. Credit is offered through the Syracuse University Project Advance (SUPA) program. Students who meet the SUPA prerequisites, pay a discounted fee, and pass the requisite examinations will earn college credit from Syracuse University.
***These are ECE courses. Credit is offered through WCC (SUNY). Students who meet the WCC prerequisites, pay a discounted fee and pass the required examinations will earn college credit from Westchester Community College.

4033 ALGEBRA 1A SHELTERED
1.00 Unit
ALGEBRA I REGENTS REQUIRED

Offered in Grade 9, 10

The first course of a two-year sequence in preparation for the Algebra I Regents Examination. Students are introduced to and have the opportunity to explore the major domains and standards of the Common Core Algebra I Curriculum. Topics include Linear, Exponential and Quadratic Functions, Equations and Inequalities; Systems of Equations and Inequalities; Statistics; and the use of the Graphing Calculator as a strategic tool. There is also an emphasis on English language acquisition.

4030 ALGEBRA I
4032  ALGEBRA B
4034. ALGEBRA 1B SHELTERED
1.00 Unit
ALGEBRA I REGENTS REQUIRED
Offered in Grade 9, 10, 11

This course provides instruction designed to prepare students for the Regents Examination in Algebra I (Common Core). Algebra I builds students’ command of linear, quadratic, and exponential relationships. Students learn through discovery, technology and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include problem-solving with basic equations and formulas; Introduction to Functions and Problem solving; Linear Equations and Systems of Linear equations; exponents and exponential functions; sequences and functions; descriptive statistics; absolute value and inequalities; polynomials and factoring; quadratic equations and functions. The curriculum culminates in the Algebra I Regents Examination.

4100  GEOMETRY
4105  GEOMETRY (H)
1.00 Unit
GEOMETRY REGENTS REQUIRED
Offered in Grades 9, 10, 11, 12
Prerequisite: Algebra I
Honors Prerequisite: Algebra I and Departmental Approval based on Honors Rubric

This course provides instruction designed to prepare students for the Regents Examination in Geometry (Common Core). Course topics include: Congruence; Similarity, Right Triangles and Trigonometry; Expressing Geometric Properties with Equations; Circles; Modeling with Geometry. The curriculum culminates in the Geometry Regents Examination. Honors: This course includes a deeper exploration of additional cluster standards including: Circles; Translating between the geometric description and the equation for a conic section; Geometric Measurement and Dimensions

4200  INTERMEDIATE ALGEBRA
1.00 Unit
Offered in Grades 10, 11, 12
Prerequisite: Geometry

The first course of a two-year sequence aligned to Algebra II. This course supports student in building on and developing their Algebraic skills. Topics include: Equations and inequalities, functions and relations, systems, quadratics, polynomials, inverses, and radicals.
Note: This course is aligned to CC Algebra II, but does not prepare students for the Algebra II regents.
4201  TRIGONOMETRY
1.00 Unit  PD/WK 05
Offered in Grades 10, 11, 12
Prerequisite: Intermediate Algebra
The second course of a two-year sequence aligned to Algebra II. Topics include: exponential, logarithmic, rational functions and relations; conic sections; sequences and series; statistics and probability; trigonometric functions, identities and equations.
Note: This course is aligned to CC Algebra II, but does not prepare students for the Algebra II regents. Students who aim to achieve an Advanced Regents diploma should enroll in Algebra II.

4202  ALGEBRA II
4205  ALGEBRA II (H)
1.00 Unit
ALGEBRA II REGENTS REQUIRED
Offered in Grades 10, 11
Prerequisite: Geometry
Honors Prerequisite: Geometry and Departmental Approval based on Honors Rubric

This course provides instruction designed to prepare students for the Regents Examination in Algebra II (Common Core). Course topics include: Polynomial, Rational, and Radical Relationships; Trigonometry; Exponential and Logarithmic Functions; Statistical Inferences, Conclusions and Probability. The curriculum culminates in the Algebra II Regents Examination.
Honors: This course includes a deeper exploration of additional cluster standards including: The complex number system; using polynomial identities; matrices and vectors; conic sections; trigonometric functions; conditional probability and the rules of probability.

4400  WCC TRANSITIONS MATH
1.00 Unit
Offered in Grade 12
Prerequisite: Algebra I and passing score on the Algebra I Regents examination

Topics include: the fundamental concepts of algebra, exponential notations, solving linear equations, linear applications, graphing linear equations, rates, slopes of lines operations with polynomials, negative exponents factoring solving quadratic equations, operations with rational expressions, solving rational equations, operations with radical expressions, right triangle applications, quadratic formula, and systems of linear equations.
Note: This course is part of the Westchester Community College Step-Up program and prepares students to enter college without the need for remediation. This program is designed for students who are on track to graduate but likely to place into developmental Math in their first year of college. Students who complete this course will be able to enroll directly into credit bearing courses without any need to take remedial skills development courses at Westchester Community College.
4330  COLLEGE ALGEBRA***
1.00 Unit  PD/WK 05
Offered in Grades 11, 12
Prerequisite: Algebra II, a score of 75+ on the Algebra I regents and at least a 60 on the Algebra II regents. Students must also pass the college placement exam and meet other requirements through WCC to be eligible for college credit.

Topics in algebra and trigonometry include: linear functions, algebra of functions, domain and range of functions, complex numbers, quadratic functions, radical and absolute value equations, linear inequalities, polynomial division, exponential and logarithmic functions, graphing calculator applications, trigonometric functions, and applications of right triangles, circular functions, and graphs of trigonometric functions.
Note: This is a dual enrollment course though the Early College Experience program. By paying a reduced tuition, students who complete all required coursework receive a grade which is recorded on an official Westchester Community College, SUNY transcript, which then can be forwarded to the student’s college for transfer credit evaluation. The curriculum culminates in a WCC final Examination.

4431  COLLEGE PRECALCULUS***
1.00 Unit  PD/WK 05
Offered in Grades 11, 12
Prerequisite: Algebra II and a score of 65+ on the Algebra II regents. Students must also pass the college placement exam and meet other requirements through WCC to be eligible for college credit.

The study of polynomial, rational, exponential, and logarithmic equations, functions and their graphs; analytical trigonometry, trigonometric functions and complex numbers; Matrices and Determinant; Analytic Geometry; Limits and Introduction to Calculus.
Note: This is a dual enrollment course though the Early College Experience program. By paying a reduced tuition, students who complete all required coursework receive a grade which is recorded on an official Westchester Community College, SUNY transcript, which then can be forwarded to the student’s college for transfer credit evaluation. The curriculum culminates in a WCC final Examination.

4441  PRECALCULUS (H) & CALCULUS I (H) **
1.00 Unit  PD/WK 05
SUPA EXAMINATION REQUIRED
Offered in Grades 11, 12
Prerequisite: Algebra 2 and Departmental Approval based on Honors Rubric

The study of polynomial, rational, exponential, and logarithmic equations, functions and their graphs; analytical trigonometry, trigonometric functions and complex numbers; Matrices and Determinant; analytic geometry; Limits; Continuity; Derivatives and Applications of Derivatives; Review of Conic Sections; Definite Integral and Applications of the Definite Integral.
Note: This is NOT an AP course. This is a college level SUPA course. The curriculum culminates in a SUPA Precalculus final examination in the fall and Calculus I final examination in the spring.
4454  STATISTICS
0.5 Unit
Offered in Grade 10, 11, 12
**Prerequisite:** Passing score on Algebra I Regents

This half-year course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will learn how to calculate statistics from given data, compare and contrast graphical displays, determine if two variables are associated (linear regression) and calculate a prediction line, design and carry out experiments, find probabilities and confidence intervals, and carry out hypothesis tests.

4827  INTRODUCTION TO PROGRAMMING
0.5 Unit
Offered in Grade 10, 11, 12
**Prerequisite:** Passing score on Algebra I Regents

During this half-year course, students will learn the syntax that will allow everyday language to be converted into codes which the program Java will be able to translate. Students will write simple programs, such as calculating area and volume, to writing more complex programs such as programs that banks and businesses can use.

4445  AP STATISTICS
1.00 Unit
AP EXAM REQUIRED
Offered in Grades 11, 12
**Prerequisite:** Passing score on the Algebra II Regents or Department approval (see honors rubric)

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

4448  COLLEGE CALCULUS***
1.00 Unit
Offered in Grade 12
**Prerequisite:** Pre-Calculus. Students must also pass the college placement exam and meet other requirements through WCC to be eligible for college credit.

This course introduce students to elementary calculus topics. The course covers calculus concepts from derivatives through integration.

**Note:** This is a dual enrollment course though the Early College Experience program. By paying a reduced tuition, students who complete all required coursework receive a grade which is recorded on an official Westchester Community College, SUNY transcript, which then can be forwarded to the student’s college for transfer credit evaluation. The curriculum culminates in a WCC final Examination.
4459  CALCULUS II (H) **  
1.00 Unit  
SUPA EXAMINATION REQUIRED  
Offered in the summer.  
**Prerequisite:** Pre-Calculus Honors & Calculus I or AP Calculus AB

This course is equivalent to the second term of the first-year calculus sequence required of all science and engineering students at Syracuse University. The exponential logarithm and inverse trigonometric functions are defined and their calculus developed. Topics covered in the course include: separable and linear differential equations, especially as they relate to exponential growth; L’Hopital’s rule and limits of indeterminate forms, with applications to improper integrals; techniques of integration including: by parts, by partial fractions, and by trigonometric substitution; a brief introduction to calculus in polar coordinates and calculus of parametric curves; infinite sequences, convergence and divergence; infinite series, ratio test, root test, comparison test, integral test and alternating series test; power series and computations with power series, radius of convergence; and Taylor and Maclaurin series.

**Note:** This is NOT an AP course. This is a college level SUPA course. The curriculum culminates in a SUPA Calculus II final examination.

4450  AP CALCULUS AB  
1.00 Unit  
PD/WK 05  
AP EXAMINATION REQUIRED  
Offered in Grades 11, 12  
**Prerequisite:** Pre-Calculus, at least a 75 the Algebra II Regents

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. The curriculum culminates in an Advanced Placement examination.

4460  AP CALCULUS BC  
1.00 Unit  
PD/WK 05  
AP EXAMINATION REQUIRED  
Offered in Grades 11, 12  
**Prerequisite:** Precalculus Honors/ Calculus I or AP Calculus AB

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses. It extends the content learned in AB to different types of equations (polar, parametric, vector-valued) and new topics (such as Euler's method, integration by parts, partial fraction decomposition, and improper integrals), and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. The curriculum culminates in an Advanced Placement examination.
**4495 CALCUULS III (H) AND ORDINARY DIFFERENTIAL EQUATIONS**
1.00 Unit  PD/WK 05
SUPA EXAMINATION REQUIRED
Offered in Grade 12
Prerequisite: Calculus II or AP Calculus BC (or Corequisite)

The third course in a three-course sequence in calculus designed for students interested in studying mathematics, science and engineering in college. During the first half of the year, students will explore the following concepts: vectors, vector-valued functions, functions of several variables, partial derivatives, and multiple integration. The second half of the year will include: analytic and qualitative aspects of first-order differential equations (linear and nonlinear), second order linear equations, Laplace transforms, and systems of first order linear equations.

**Note:** This is NOT an AP course. This is a college level SUPA course. The curriculum culminates in a SUPA Calculus III final examination in the fall and Ordinary Differential Equations final examination in the spring.

**5600 AP COMPUTER SCIENCE PRINCIPLES**
1.00 Unit  PD/WK 05
AP EXAMINATION REQUIRED
Offered in Grades 10, 11, 12
Prerequisite: Minimum Algebra I regents score of 75 or Department approval

This course is designed to be equivalent to a first-semester introductory college computing course. In this course students will explore the creative aspects of programming, abstractions, algorithms, managing and interpreting large data sets, the internet, cyber-security concerns, and global computing impacts. This course will also consider the relationship between people and innovations in computing through the lens of their impact on society, the economy, and culture. This class will provide students with hands-on, real world experience in computer science, and includes two performance based tasks as part of the culminating AP exam.

**4486 AP COMPUTER SCIENCE A**
1.00 Unit  PD/WK 05
AP EXAMINATION REQUIRED
Offered in Grades 11, 12
Prerequisite: Pass Algebra II Regents or Introduction to Programming

The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. The curriculum culminates in an Advanced Placement examination.
The IT Essentials curriculum provides an introduction to the computer hardware and software skills needed to help meet the growing demand for entry-level information and communication technology (ICT) professionals. The curriculum covers the fundamentals of computer hardware and software as well as advanced concepts such as security, networking, and the responsibilities of an ICT professional.

The curriculum helps students prepare for entry-level ICT career opportunities and the CompTIA A+ certification, which helps students differentiate themselves in the marketplace and advance their careers.

This course also introduces students to the architecture, structure, functions, components, and models of the Internet and other computer networks. It uses the OSI and TCP layered models to examine the nature and roles of protocols and services at the application, network, data link, and physical layers. The principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for further studies in computer networking.

AP Computer Science Principles is designed to be equivalent to a first-semester introductory college computing course. In this course students will explore the creative aspects of programming, abstractions, algorithms, managing and interpreting large data sets, the Internet, cyber-security concerns, and global computing impacts. This course will also consider the relationship between people and innovations in computing through the lens of their impact on society, the economy, and culture. AP Computer Science Principles has been designed to provide students with hands-on, real world experience in computer science, and includes two through-course, performance based tasks as part of the culminating AP exam.

Includes a formal in-depth study of object-oriented programming including problem solving, the study of algorithm development, data structures including recursive, dynamically allocated structures, and data abstraction. Students will prepare for the Advanced Placement Computer Science examination.
Architectural Design Sequence

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<th>Course</th>
<th>Description</th>
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<td>Design and Drawing for Production</td>
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<td>College CAD I *</td>
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<tr>
<td>Computer Aided Residential Drawings</td>
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<td>College Architectural Drawings *</td>
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<td>College Architectural Design *</td>
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Upon successfully completing 5 units of credit in the above Architectural Design sequence, and a portfolio evaluated as satisfactory, a Wise Individualized Senior Experience (work based learning), and passing the Autodesk AutoCAD Certified user examination (technical assessment based on industry standards), students will fulfill the New York State Education Department approved BOCES Career and Technical Education (CTE) program requirements, and receive a Technical Endorsement to be affixed to their high school diploma. Students that major in the Architectural Design sequence of courses must maintain a minimum average of 80 in all of their architectural design courses.

* By paying a reduced tuition, students taking these classes may acquire three college credits for each course from Westchester Community College through the Advanced College Experience (ACE) program.

6708 COMPUTER AIDED RESIDENTIAL DRAWING
1.00 Unit
PD/WK 05
Offered in Grades 10, 11, 12
Prerequisite: Design and drawing for production or Studio Art or college CAD I.

A course designed to teach basic concepts of architectural drawing and introduce the basic elements and principals of residential construction. Students will design floor plans, elevation views and 3-D walk through using computer aided design software.

Studies of architectural periods and contemporary architects will be included. Students will develop a presentation related to residential construction for class discussion using programs such as PowerPoint and the World Wide Web for research purposes. The course will offer a basic introduction to and familiarization with the academic and career opportunities available to students in the fields of architecture and construction.

6715 INTRODUCTION TO ARCHITECTURE – MODEL MAKING
1.00 Unit
PD/WK 03
Offered in Grades 10, 11, 12
Prerequisite: Computer Aided Residential Drawing or permission of the instructor

This course is an entry-level architecture course designed for students to gain basic knowledge in architectural concepts. This is predominately a hands-on and project-based experience. Open to all students and will prepare them for design and drawing. (This is not two-part architectural sequence and does not count for Art credit).
6709   COLLEGE ARCHITECTURAL DRAWINGS *
1.00 Unit   PD/WK 05
Offered in Grades 10, 11, 12
Prerequisite: Computer Aided Residential Drawing or permission of the instructor

This course will give students an introduction to the physical properties, design considerations, and practical applications of an engineered structure as they relate to the building system. Students will produce detailed CAD drawings of a dream house to include floor plans, elevations, electrical, plumbing and site plans using AutoCAD 2014 and Revit 2014. An architectural model of their dream house will also be constructed as well as hand sketches and a two-point perspective drawing. Students will have the opportunity to work on architectural portfolios for college acceptance.

6710   COLLEGE CAD I*
1.00 Unit   PD/WK 05
Offered in Grades 10, 11, 12
Prerequisite: None

This course introduces students to AutoDesk software: AutoCAD 2014, Revit, Inventor Professional, AutoCAD Mechanical. The course is divided between lecture and hands-on application at a workstation. The course covers both the 2-D and 3-D capabilities of the software.

Students will study CAD drafting with emphasis on conventions and techniques of descriptive geometry, auxiliaries, sectional views, and intersections and developments as required by engineers and architect.

6712   DESIGN & DRAWING FOR PRODUCTION
1.00 Unit   PD/WK 05
Offered in Grades 9, 10, 11, 12
Prerequisite: None

This technical drawing course provides a design problem approach which encourages creative thinking, decision making and problem solving experiences. The student will examine past solutions, learn technical drawing processes, utilize design techniques and become critically active in the evaluation of his/her work and that of others. This course will take a hands on approach and will be taught in the technology lab. This course will satisfy the Art requirement.

6717   COLLEGE ARCHITECTURAL DESIGN *
1.00 Unit   PD/WK 05
Offered in Grades 11, 12
Prerequisites: College Architectural Drawings

This is an architectural studio course that will focus on the preliminary design, schematic design and design development of a building. Emphasis will be placed on developing the student’s ability to research, analyze and evaluate information as the design evolves.

Using AutoCAD 2014, Revit, AutoCAD Architecture, Photoshop, Google Earth, and civil 3-D students will prepare a portfolio of architectural CAD drawings and develop an architectural model to be critiqued by a visiting committee. Students will also be required to be involved in a community service project as it relates to an architectural activity at some point during the school year.
# Science Department

<table>
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<tr>
<th>Grade</th>
<th>REGENTS</th>
<th>ADVANCED</th>
<th>SHELTERED</th>
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</table>
| 9th    | - Living Environment Regents☆
        | - Earth Science Regents☆
        | Options to take Advanced classes are available as long as student meets set criteria | - Earth Science Advanced☆
        | - Chemistry Regents☆ | Physical Science Sheltered |
| 10th   | - Living Environment Regents☆
        | - Chemistry Regents☆
        | - Earth Science Regents☆ | - Physics Regents☆
        | AP Physics 1 | - Chemistry Advanced☆
        | - Earth Science Advanced☆ | General Sheltered Chemistry |
| 11th   | - Chemistry Regents☆
        | - Physics Regents☆
        | - Electives | - AP Science Courses
        | - Electives | Introduction to Sheltered Living Environment |
| 12th   | - Electives | - AP Science Courses
        | - Electives | Sheltered Living Environment |

The above options show a typical sequence of courses for those students seeking a major sequence in the sciences. Three units of science are required for graduation for students entering ninth grade. Students will be required to take and pass one Regents level science course and they must take two additional science courses. If students are pursuing an Advanced Regents Diploma, they must take and pass two Regents level science courses; one life science course (Living Environment Regents) and one physical science course (Earth Science Regents, Chemistry Regents or Physics Regents).

☆ Regents level science courses are laboratory sciences, and New York State Education Department mandates that students must satisfactorily complete the laboratory component of the course before they take the Regents exam.

**Pre-Science Research offered to 9th graders. Students may elect to begin a research project beginning in grade 10 by electing Science Research 1. Science Research is a three-year sequence culminating in a completed research project in grade 12. Students are expected to submit their research projects to national competitions such as the Regeneron Science Talent Search (STS), Westchester Science and Engineering Fair (WESEF) and the New York State Junior Science and Humanities Symposium (JSHS)**
4500 LIVING ENVIRONMENT
1.00 Unit PD/WK 07
REGENTS EXAM REQUIRED
Offered in Grades 9, 10, 11, 12
Prerequisite: Concurrent Enrollment in Algebra

In this course students study: life characteristics, scientific method, biological tools, homeostasis in organisms, genetic continuity, evolution and ecology and human impact. This material will be covered over the course of one year. Laboratory work and written lab exercises are required for the Regents exam. This course follows the NYS syllabus for Living Environment.

4575 AP BIOLOGY
1.00 Unit PD/WK 07
AP EXAM REQUIRED
Examination Fee Payment Required Before November 1
Offered in Grades 11, 12
Prerequisites: Regents Living Environment, Regents Chemistry, Regents Physics or AP Physics or Regents Earth Science. Students must receive scores of 85% or higher on each NYS Regents Exam. Teacher recommendation and department approval.

A college level biology course which is supplemented with journal reading, laboratory work, and inquiry based research. Major areas include molecular cell biology, molecular genetics, ecological interactions, and evolutionary biology. Each of these areas is examined within the context of the four Big Ideas detailed in The College Board syllabus. Student workload includes weekly reading, studying, preparing lab reports, digital assignments, holiday break assignments, and a summer assignment.

4580 EARTH SCIENCE - REGENTS
1.00 Unit PD/WK 07
Offered in Grades 10, 11, 12
Prerequisite: Algebra or Concurrent enrollment in Algebra.

Earth Science is an academic course that explores the work of nature on the earth. This course utilizes mathematical concepts to illustrate physical phenomena. The areas studied include: geology, plate tectonics, earth’s geological history, limnology, oceanography, meteorology, and astronomy. Short-term student projects are an integral aspect of the course. Laboratory work is required, and students must meet the state standard for laboratory work in order to take the regents examination.

4584 EARTH SCIENCE – ADVANCED
1.00 Unit PD/WK 07
Offered in Grades 9, 10, 11, 12
Prerequisite: Students must have mastered Regents Living Environment course with an unweighted average of 85 or higher, an 80 or higher on the Living Environment Regents exam and permission of their Living Environment teacher.

The Earth Science Advanced course of study is designed for an accelerated pace. The course focus encourages students to understand the dynamics of our Earth/Atmosphere System and Space through first-hand observation and inference. Throughout the various units, including Plate Tectonics, Geological History, Rocks and Minerals, Meteorology and Astronomy, emphasis is placed on scientific inquiry, model building, arguing from evidence and communication of results relevant to the Next Generation Science Standards. Laboratory work will be more extensive, analytical, and challenging than regents-level earth science. Timely environmental issues such as global warming, pollution and natural disaster crises will be explored, with an emphasis on how we interact with the planet Earth, and our responsibility to understand and value our natural environment. Students are required to take the Physical Setting/Earth Science Regents Examination in June. Students MUST satisfactorily complete all required laboratory experiences in order to sit for the Regents examination.
4665  AP ENVIRONMENTAL SCIENCE
1.00 Unit
AP EXAM REQUIRED
Examination Fee Payment Required Before November 1
Offered in Grades 11, 12
Prerequisites: Three Regents Level Science Courses in biology, chemistry, earth science or physics. Teacher recommendation and departmental approval.

A college-level science course that is interdisciplinary and includes topics such as: energy, biological and physical systems, populations, agriculture, toxicology, pollution and solutions to environmental problems. College level labs and field studies are required.

4600  CHEMISTRY - REGENTS
1.00 Unit
REGENTS EXAM REQUIRED
Offered in Grades 9, 10, 11, 12
Prerequisites: Living Environment and Earth Science (strongly recommended). Two Regents math classes with a minimum grade of 85 on NYS Regents Exams; and, completion of at least two laboratory science classes is strongly recommended.

The course contains work on: the atomic and molecular structure of matter, bonding, the periodic table, solubilities, ionization, acid base salt theory, redox and electrochemistry, kinetics and equilibrium, nuclear chemistry and organic chemistry. Laboratory work and written lab exercises are required for the regent’s exam.

4650  CHEMISTRY – ADVANCED
4651  1.00 Unit
REGENTS EXAM REQUIRED
Offered in Grades 10, 11, 12
Prerequisite: Living Environment, Advanced Earth Science and concurrent enrollment in Algebra 2. Students MUST take the June Chemistry Regents examination at the completion of the Advanced Chemistry course. Students must have a minimum average of 90 in Living Environment or Earth Science as well as a 90 final average in Algebra and Geometry. Teacher recommendation and departmental approval.

A pre-AP chemistry course requiring advanced problem solving skills for students who wish to major in science at the undergraduate level, this course will focus on the mathematical aspects of chemistry by covering such topics as, stoichiometry, kinetics, electrochemistry, thermodynamics, and qualitative analysis. In addition, lab work will be more sophisticated than academic chemistry. Students will be expected to perform titrations, calculate pH, predict reaction products and quantities, and construct phase diagrams. Organic chemistry will be covered in depth as well as concepts in atomic structure, bonding, and matter and energy. Students MUST take the NYS Regents in Chemistry.

4675  AP CHEMISTRY
1.00 Unit
AP EXAM REQUIRED
Examination Fee Payment Required Before November 1
Offered in Grade 11, 12
Prerequisite: Three Regents Level Courses: Living Environment and chemistry are required. Physics or earth science will complete the requirement. Students must have completed Regents Algebra 1, Regents Geometry, and Regents Algebra 2. Students are expected to have earned 85% or higher on NYS Regents Exams. Teacher recommendation and departmental approval.
A college level chemistry course, its major topics include: the structure of matter, molecular shapes and bonding, kinetic theory of gases, chemical equilibria, chemical kinetics, acid/base theory and the basic concepts of thermodynamics. College level chemistry labs are required.

**4700 PHYSICS - REGENTS**  
1.00 Unit  
**REGENTS EXAM REQUIRED**  
Offered in Grades 10, 11, 12  
Prerequisite: Living Environment, Regents Chemistry or Earth Science and Algebra and Geometry. Students are expected to have earned a minimum grade of 85 on NYS Regents Exams.

This course explores and seeks to explain the nature of matter and energy by studying mechanics, wave phenomena, electricity, magnetism and modern physics and nuclear physics. Since the basic approach is problem solving, it is strongly advised that students have a strong working knowledge of algebra and geometry. Laboratory work and report writing are course requirements for the Regents examination.

**4773 AP PHYSICS 1**  
1.00 Unit  
**Examination Fee Payment Required Before November 1**  
Prerequisites: Regents Living Environment, Regents Chemistry, and completion of Algebra and Geometry. Students are expected to have earned scores of 85% or higher on NYS Regents Exams. Teacher recommendation and departmental approval

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion), work, energy, and power, mechanical waves and sound, and an introduction to electric circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Laboratory Requirement: This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

**4777 AP PHYSICS 2**  
1.00 Unit  
**Examination Fee Payment Required Before November 1**  
Prerequisites: Regents Living Environment, Regents Chemistry, Physics 1 and completion of Algebra and Geometry. Teacher recommendation and departmental approval

AP Physics 2 is an algebra-based, second-semester college-level physics course that explores topics such as fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Laboratory Requirement: This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

**4775 AP PHYSICS C**  
1.00 Unit  
Offered in Grade 11, 12  
Prerequisites: Three Regents Level Courses (*one must be Regents Physics or AP Physics 1*). *Calculus is a co-requisite.* Teacher recommendation and departmental approval

This course ordinarily forms the first part of a college sequence serving as the foundation for students interested in the physical sciences or engineering. Strong emphasis is placed on solving a variety of challenging problems in physics. The course is divided into two parts. Part A treats problems in mechanics; Part B treats problems in electricity and magnetism. Calculus is used increasingly as the year progresses for both derivations and problem solving. Laboratory experiments are an integral part of the course. Students sit for two AP exams (each 1.5 hours) and receive two separate AP grades.
SHELTERED CLASSES

4521 PHYSICAL SCIENCE
1.00 Unit  PD/WK 05
Offered in Grade 9 to ESL and Bilingual Students

This course is offered to beginner ESL students. It is an introduction to physics and scientific analysis for English language learners. It concentrates on English acquisition, reading comprehension, science skills, scientific method, graphing, and laboratory skills. The variety of topics studied includes energy form and transformations, gravity, inertia, velocity, acceleration, atomic structure, electricity, magnetisms, heat, pressure and machines.

4528 INTRODUCTION TO SHELTERED LIVING ENVIRONMENT
1.00 Unit  PD/WK 05

Note: Part I of a TWO YEAR sequence with Regents after the second year.
Offered in Grades 9, 10, 11
Prerequisite: Students should have completed ESL I and successfully completed Physical Science Sheltered or General Chemistry Sheltered.

This is the first of two years of preparation for the Living Environment Regents Exam. It emphasizes human biology and English acquisition for English language learners.

4529 SHELTERED LIVING ENVIRONMENT
1.00 Unit  PD/WK 07
REGENTS EXAM REQUIRED
Offered in Grades 10, 11, 12
Prerequisite: Students must have completed Introduction to Living Environment and ESL I.

This is the second year of preparation for the Living Environment Regents Exam for English language learners. In this course students study: life characteristics, scientific method, biological tools, homeostasis in organisms, genetic continuity, evolution and ecology and human impact. This material will be covered over the course of one year. Laboratory work and written lab exercises are required for the Regents exam. This course follows the NYS syllabus for Living Environment.

4532 SHELTERED GENERAL CHEMISTRY
1.00 Unit  PD/WK 05
Offered in Grade 9
Prerequisite: Students should be taking ESL I

General Chemistry is designed primarily for English Sheltered Language Learners to introduce them to chemistry. This course focuses on topics such as matter and energy acid and bases, atomic structure and bonding, the structure and properties of organic compounds, and environmental pollution. Laboratory work is built into the course. Credit is issued upon completion of a local exam.
**ELECTIVE OFFERINGS**

4760  NEUROSCIENCE  
1.00 Unit  
Offered in Grade 12  
Prerequisite: Students MUST have completed three Regents level science classes - Regents Living Environment, Regents Chemistry, Regents Physics or Regents Earth Science. Students are expected to have earned 85 or higher on all three regents science classes.

Neuroscience is a course designed for students interested in pursuing science as a major in college, particularly neuroscience or other brain-related fields. Students will be introduced to the modern field of neuroscience and tracing some of its historical antecedents. Then, take a closer look at the structure and function of individual neurons, how they communicate chemically, and how these building blocks are arranged to form the nervous system. Students will explore the neurobiology of human behavior, including motivation, sleep, language, attention, mental illness, and how the environment modifies the brain, both during development and in adult learning and memory. Finally, students will look at the ethical dilemmas which are raised by the advances in our understanding of the brain – neuroethics.

4849  Pre SCIENCE RESEARCH  
0.50 Unit  
Prerequisite: 8th grade students must apply and be accepted to the Pre Science Research program. Applications open at the beginning of January and contain multiple rounds. The applications are reviewed and selected students will begin classes in the September of their freshman year. Accepted students will be required to attend science research events in the spring of their eighth grade year.

Pre Science Research is a class that will meet once every six days (during the phys ed/double lab free period built into all schedules). The goal of Pre Science Research is to prepare students for the Science Research Program in September of their sophomore year. Students will engage in how actual science is done in laboratories through research and investigations, both in and out of class. Further, students will create oral presentations, posters, basic research papers, and PowerPoint presentations as vessels to share their knowledge. Students will also be asked to complete a large amount of scientific reading and writing in order to build the skills that will be needed in the proper Science Research Program. While not technically considered a part of the Science Research Program, students in Pre Science Research will be required to attend some Science Research events.

4850  SCIENCE RESEARCH 1  
1.00 Unit  
Prerequisite: 9th grade students must apply and be accepted to the Science Research Program. Applications open at the beginning of January and contain multiple rounds. The department will review applications (which will include, at minimum, teacher recommendations, writing samples, and grade reports) to determine students best suited for the program. If selected, students will begin classes in the September of their sophomore year, but will be required to attend science research events in the spring of their sophomore year.

Science Research is a three-year program that allows students the opportunity to conduct authentic scientific research as part of their high school experience. Students will engage in many projects that will build their skills to excel in a laboratory setting the following summer. All students are required to obtain a mentor and/or lab placement for the following summer, where they will work on their project five days a week for six to seven weeks. Students will learn skills of Internet searches to find scientific journals in an area of their interest. Also, students will create and present PowerPoints and posters that share their knowledge with their community. Upperclassmen will serve as student mentors to these tenth grade students in all areas of the class. Students will search for scientific mentors and become experts in their field of choice, culminating in a presentation of a scientific journal article of their choice in June at the Westlake Science Fair. Students are expected to spend most of their summer between sophomore and junior year in a laboratory setting.
4851  SCIENCE RESEARCH 2
1.00 Unit
Prerequisite: Completion of Science Research 1 with an average of 85 or better.

In the second year of the three-year Science Research Program, students will write, edit, and present their research papers based on the research they performed in the preceding summer. Students will mentor younger students in the program, and aid in their discovery of a topic and locating a mentor. In addition, students will submit their research to the Westchester-Rockland Junior Science and Humanities Symposium as well as the Westchester Science and Engineering Fair, where they will proudly present their work in the form of a poster. Further, students will maintain contact with their lab mentor in order to create a new project to be completed in the summer between their junior and senior years.

4852  SCIENCE RESEARCH 3
1.00 Unit
Prerequisite: Completion of Science Research 2 with an average of 85 or better.

In the final year of the three-year Science Research Program, students will write, edit, and present their research papers based on the research they performed in the preceding summer. Students will mentor younger students in the program, and aid in their discovery of a topic and locating a mentor. In addition, students will submit their research to the Siemens Competition, Regeneron Science Talent Search, Westchester-Rockland Junior Science and Humanities Symposium, as well as the Westchester Science and Engineering Fair, where they will proudly present their work in the form of a poster. Lastly, students will give oral presentations on the culmination of their research at the end-of-year Science Research Symposium.

4853  SCIENCE RESEARCH 4
1.00 Unit
Prerequisite: Completion of Science Research 3 with an average of 85 or better.

Science Research 4 is an archival class remaining from when science research existed as a four-year program. Students are required to participate in all local science fairs, as well as seek out other opportunities to present their scientific research in scholarly settings. Students are expected to serve as mentors for the students in pre-science, science research 1, 2, & 3 classes.

4825  REAL-LIFE SCIENCE
1.00 Unit
Offered in Grades 11, 12
Prerequisite: Two Regents Level science courses

Students will explore the role of science in our daily lives and the impact of science on advancing the human condition and assuring the quality of life locally and globally. Selected topics in the fundamentals of science will be introduced through engaging readings, in-class dialogue, videos, research projects and hands-on activities. Students will have an opportunity to gain rich perspectives on topics such as chemistry and health, food and nutrition, air and water quality, thermodynamics, the human body, disease, climate change, and general energy concepts and principles. The curriculum will adjust to reflect how one’s understanding of scientific concepts can be used to explain current events. Assessments take the form of traditional exams and student-centered real-world research and application.
**4680 THE SCIENCE OF FOOD**
1.00 Unit  
Offered in Grades 11, 12  
Prerequisite: Two Regents level science courses.

The Science of Food is a course that teaches core scientific principles, laws and phenomena using a medium that our students interact with on an everyday basis - food. This course takes advantage of the students’ experience and enjoyment of food to teach an intense science curriculum, heavy in both biology and chemistry.

The course will be divided into three main components: (1) farming and food production, (2) food preparation and cooking and (3) the digestion and growth process of the consumer. Instructional techniques rotate between inquiry-based activities, “hands-on, minds-on” activities, and lessons involving different learning styles and science literacy. Assessments take the form of traditional exams and student-centered real-world research and application.

**4800 ASTRONOMY**
1.00 Unit  
Offered in Grades 11, 12  
Prerequisite: Two Regents level science courses (one preferably Earth Science), and Algebra.

This course is a qualitative, descriptive astronomy course that deals with all of the sub-topics of astronomy: celestial sphere; seasons; time; motions.

**4570 ETHICS AND CONTROVERSY IN SCIENCE**
1.00 Unit  
Offered in Grades 11, 12  
Prerequisite: Two Regents level science courses.

Modern biotechnology is as controversial as it is promising. Students learn the skills necessary to contribute to ongoing social dialogue about science and society. Topics may include an overview of ethical controversies about biotechnology and specific ethical issues in plant, animal, and human biotechnology. This course includes Social Studies and English components. Students examine the legal issues and case studies involved in these new technologies.

**4588 DINOSAURS**
1.00 Unit  
Offered in Grades 11, 12  
Prerequisite: Two Regents level science courses.

This year long course focuses on the principles of geology investigating and utilizing fossil studies. This course will emphasize the use of fossil evidences to solve problems in evolutionary history, extinction, dinosaurian biology and behavior, paleoecology, and global change (ranging in topics from plate tectonics to asteroid impacts). The study of dinosaurs and other large-bodied Mesozoic reptiles will include morphology, stratigraphic and paleo-environmental distribution, preservation, collection, classification, lifestyles, origins, evolution and extinction.

**4830 INTRODUCTION TO FORENSIC SCIENCE**
1.00 Unit  
Offered in Grades 11, 12  
Prerequisites: Two Regents Science Classes

A year-long course, Forensic Science involves the application of chemical, biological, and physical principles to the investigation of physical evidence in criminal cases. This course entails analytical reasoning, laboratory testing, selected field trips and, to provide technical expertise, qualified speakers who will analyze evidence presented in criminal cases.
This course is intended to provide an introduction to understanding the science behind crime detection. Recent advances in scientific methods and principles have had an enormous impact upon law enforcement and the entire criminal justice system, and this course will present a number of those methods that are relevant to crime detection and analysis. The course will emphasize the techniques used in evaluating physical evidence; laboratory exercises will include techniques commonly employed in forensic investigations. Topics included are blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass composition and fragmentation, fingerprints, soil comparisons, and arson investigations, among others. This is a college course offered through Syracuse University, and students paying the (discounted) fee for SU credit will receive a Syracuse University transcript.

In this course, students will perform hands-on activities in the garden, school greenhouse and biology laboratory to experience and explore adaptations among species in the plant and animal kingdoms. When applicable, students will learn how humans have used these adaptations and characteristics to our advantage as well as the potential consequences caused by these activities. Some of the activities and projects will be performed according to the seasonal requirements, e.g., maple sugaring. There will be opportunities for students to investigate their individual curiosity by researching student generated independent questions through either hands-on experimentation or literary research. Students have an opportunity to apply the knowledge and skills learned throughout the course with independent projects.

Marine Science is the study of ocean life. This course will cover diverse marine habitats such as coral reefs, the Open Ocean, estuaries, coastal habitats and tidal zones. Students will learn about the major groups of ocean organisms and their adaptations. The course will explore the major environmental threats that the oceans face: pollution, overfishing, global warming, ocean acidification and invasive species. Class activities will include looking at current research, field trips to local marine habitats and/or laboratories, lab work including dissections and documentary films.
# Social Studies Department

<table>
<thead>
<tr>
<th>GRADE</th>
<th>REGENTS COLLEGE AND CAREER READINESS</th>
<th>ADVANCED and HONORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Global History &amp; Geography I, Global History &amp; Geography I Sheltered.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Global History &amp; Geography II, Global History &amp; Geography II Sheltered.</td>
<td>AP World History</td>
</tr>
<tr>
<td>11</td>
<td>American History &amp; Government, American History &amp; Government Sheltered</td>
<td>AP United States History, AP Art History, AP Psychology, AP Human Geography, College Sociology</td>
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<tr>
<td>12</td>
<td></td>
<td>AP US Government, AP Macroeconomics, AP Human Geography, AP Art History, AP Psychology, AP European History, College Sociology</td>
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**ECONOMICS**
- Economics
- Essential Economics
- Topics in Economics and Personal Finance
- *AP Macroeconomics
- *Latin American and Latino Studies

**GOVERNMENT**
- Law and Government
- Political Issues Through Film
- Facing History and Ourselves
- *AP Government and Politics
- AP Human Geography
- *Topics in African American Studies
- *American Society– Sheltered

**ELECTIVES**
- AP European History
- Psychology
- Philosophy
- Sociology
- AP Art History
- College Sociology

*Student receives BOTH Economics and Government credit if he/she selects any of these courses.*

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Students must complete four credits of social studies including Global I, Global II (AP World), U.S. History (APUSH), Economics or its equivalent, and Government or its equivalent.

Social Studies courses taken as components of PAVE or other programs cannot also be considered for Social Studies credit.

### 3600 GLOBAL HISTORY AND GEOGRAPHY I

<table>
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<tr>
<th>1.00 Unit</th>
<th>PD/WK 05</th>
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</thead>
<tbody>
<tr>
<td>Departmental Final Exam</td>
<td>Offered in Grade 9</td>
</tr>
</tbody>
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Grade 9 begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems. In addition to content, students are taught how to effectively utilize essential Social Studies Practices such as: Gathering, Interpreting, and Using Evidence, Chronological Reasoning and Causation, Comparison and Contextualization, Geographic Reasoning, Economics and Economics Systems, and Civic Participation.
3619  GLOBAL HISTORY I - SHELTERED
1.00 Unit
Departmental Final Exam
Offered in Grade 9

This course is designed for the English as a Second Language student. It begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems. In addition to content, students are taught how to effectively utilize essential Social Studies Practices such as: Gathering, Interpreting, and Using Evidence, Chronological Reasoning and Causation, Comparison and Contextualization, Geographic Reasoning, Economics and Economics Systems, and Civic Participation. All students taking Global History I Sheltered must take an appropriate level English as a Second Language course.

3604  GLOBAL HISTORY AND GEOGRAPHY II - REGENTS
1.00 Unit
Regents Exam Required
Offered in Grade 10
Prerequisite: Global History I

Grade 10 provides a snapshot of the world circa 1750. The course continues chronologically up to the present. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. The last three Key Ideas focus on global issues, applying a more thematic approach.

In addition to content, students are taught how to effectively utilize essential Social Studies Practices such as: Gathering, Interpreting, and Using Evidence, Chronological Reasoning and Causation, Comparison and Contextualization, Geographic Reasoning, Economics and Economics Systems, and Civic Participation.

3621  GLOBAL HISTORY II - SHELTERED
1.00 Unit
Regents Exam Required
Offered in Grade 10
Prerequisite: Global History I Sheltered

This course, designed for the English as a Second Language student, who has completed Global History I Sheltered, or an equivalent course. Grade 10 provides a snapshot of the world circa 1750. The course continues chronologically up to the present. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. The last three Key Ideas focus on global issues, applying a more thematic approach.

In addition to content, students are taught how to effectively utilize essential Social Studies Practices such as: Gathering, Interpreting, and Using Evidence, Chronological Reasoning and Causation, Comparison and Contextualization, Geographic Reasoning, Economics and Economics Systems, and Civic Participation. All students will take the Regents examination.
3660  AP WORLD HISTORY
1.00 Unit
Regents Exam and AP Exam Required
Offered in Grade 10
Pre-requisite: Global History I, Pre-AP Assignment, and Departmental Approval

This is a challenging, college-level history course that seeks to help students understand the larger patterns of human history. It is aligned with the expectations and College Board program course description for the AP World History course. It builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to 1750 as studied in Global History and Geography I. The course focuses on developing students’ abilities to think conceptually about world history and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

Because the students have been especially selected for their ability and interest in history, it is assumed that they have the capability to do more advanced work. Significant primary and secondary source readings combined with research and analytical essay writing skills will be emphasized. Students will be required to complete a major research paper.

3700  AMERICAN HISTORY & GOVERNMENT - REGENTS
1.00 Unit
Regents Exam Required
Offered in Grade 11
Prerequisite: Global History II

This course begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written in the Constitution. The development of the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization, and the accompanying problems are examined, along with America’s emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, the threat of terrorism, and the place of the United States in an increasingly globalized and interconnected world. Oral presentations, research skills (Research to build and present knowledge, and the analysis of primary and secondary source documents) will be emphasized. Students will be required to complete a major research paper.

3770  AP AMERICAN HISTORY & GOVERNMENT
1.00 Unit
Regents Exam and AP Exam Required
Offered in Grade 11
Prerequisite: Global History II & Departmental Approval

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.
Because the students have been especially selected for their ability and interest in history, it is assumed that they have the capability to do more advanced work. Students may be granted college credit or placement for this course based upon their performance in the nationally administered exam which is required of all students.

3725  AMERICAN HISTORY & GOVERNMENT - SHELTERED
1.00 Unit
Regents Exam Required
Offered in Grade 11
Prerequisite: American Society Sheltered or Global History 2 Sheltered

This course, designed for the English as a Second Language student. It begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written in the Constitution. The development of the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization, and the accompanying problems are examined, along with America’s emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, the threat of terrorism, and the place of the United States in an increasingly globalized and interconnected world.

Oral presentations, research skills (Research to build and present knowledge, and the analysis of primary and secondary source documents) will be emphasized. Assignments are designed to help students strengthen their English skills as they learn the course content.

JUNIOR & SENIOR COURSES

ECONOMICS Requirement
Students may satisfy the state-mandated economics requirement by enrolling in and passing one of the following courses:

3811  ECONOMICS
0.50 Unit
A one-semester course intended to acquaint students with the role of economics in American society. Economics is the study of how society manages its scarce resources. In most societies, resources are allocated not by a single central planner but through the combined actions of millions of households and firms. Economists therefore study how people make decisions: how much they work, what they buy, how much they save and how they invest their savings. This course will focus around decision making including how to make good decisions (both monetary and nonmonetary), an introduction to major decisions people make in our economy such as buying a car or choosing a career, and how institutions such as financial firms or government departments make decisions. This course aims to dispel economics’ reputation as the “dismal science” and rebrand it into the “practical science.” Students will be involved in simulations and play a stock market game.

3608  GLOBAL ECONOMICS
.50 Unit
Offered in Grade 11 & 12

The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies throughout the world. This one-semester course will examine how economics and economic systems, have influenced major themes, concepts, and events in Global History. Students will also discuss the impact of American Capitalism in a global economy. Topics will include the movement of people and goods, individual responsibility and the economy, globalization, increased economic interdependence, and social and political challenges created by various economic systems. (Eg: unemployment, inflation, poverty, and environmental consequences). Additionally, economic principles (such as scarcity, supply and demand, productivity, opportunity cost) and their application to everyday situations in American life will be studied. Students will receive instruction and practice in the analysis of primary and secondary source documents, essay writing, graph/chart/political cartoon and map interpretation. This course is designed to enhance student’s understanding of Economics, through Global Studies.
3818  ENTREPRENEURSHIP
0.50 Unit

This introductory course is designed to acquaint the student and/or the potential small business owner with the problems and opportunities of starting and operating a small business. Subjects covered include: the characteristics of the successful entrepreneur, basic steps in starting a business, the advantages and disadvantages of small business ownership, legal forms of ownership, small business record keeping, the financing of a new business, how to advertise, buying into an existing business or franchise, and the reasons why small businesses fail.

Westchester Community College will grant transferable credits for successful completion of this course. A modest tuition fee is charged by W.C.C. Successful completion of this course will satisfy the state-mandated economics requirement.

3820  TOPICS IN ECONOMICS AND PERSONAL FINANCE
0.50 Unit
Offered in Grade 11 & 12

Students will analyze the effectiveness of varying ways individuals, societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources. Economic concepts such as efficient allocation of limited resources, supply/demand relationship, opportunity cost of each decision made, production, money, economic growth, markets, costs, ethics, and competition will be defined and applied to personal finance scenarios. Students will set personal financial goals, recognize needs and debt obligations, and learn how to utilize effective budgeting, borrowing, and investment strategies to maximize well-being. Students will examine various risk factors when setting financial goals and budgeting for anticipated savings and spending. This course will review the forms and purposes of financial credit, the effects of personal debt, and the role and impact of interest.

3848  AP MACROECONOMICS (With Government)
1.00 Unit
AP Exam Required
Prerequisite: American History, 85% or better on the US History & Government Regents and Departmental approval

AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, fiscal policy, monetary policy, currency exchange, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Students may be granted college credit or placement for this course based upon their performance in the nationally administered exam, which is required of all students. Successful completion of this course will satisfy the state-mandated participation in government requirement.
GOVERNMENT REQUIREMENT
Students may satisfy the state mandated government requirement by enrolling in and passing one of the following courses:

3831 LAW & GOVERNMENT
0.50 Unit
PD/WK 05
This one-semester is designed for the student who has an interest in the American legal system and contemporary politics. After a review of the Constitution and the organization of the American political system, the course will focus on several of the following topics: civil, criminal and constitutional law; political beliefs and behaviors; political parties and interest groups; basic civil rights and the significant Supreme Court decisions; and the role of the media. Students will study various economic, social, environmental and political trends and the issues they raise for future voters and citizens. Topics of both domestic and foreign policy will be discussed. Among the activities will be mock trials, guest speakers, simulations, debates and research.

3876 POLITICAL ISSUES THROUGH FILM
0.50 Unit
PD/WK 05
Media has been and continues to be a major influence on our lives. Since its inception, the medium of film has had mass appeal that frequently filters our perceptions of the world, its people, history, and government. This course will synthesize both civics, citizenship and government content and social studies skills as it develops students into active learners and critical thinkers of the “film’s story.” The films that will be studied will deal with those issues vital importance to citizenship. Students will have the opportunity to define societal issues, gather and research current and historical primary sources and other materials, and practice the principles of critical analysis and evaluation through film studies. They will also enhance their effective oral and written skills.

3880 FACING HISTORY & OURSELVES
0.50 Unit
PD/WK 05
Offered in Grades 11, 12
This course offers a dynamic framework for examining civics and human behavior. Using the methods of inquiry, analysis, and interpretation, Facing History promotes the knowledge, values, and skills needed to preserve and protect a democracy. It begins with issues of identity, moves to a consideration of history and judgment, and ends with examples of positive participation. Throughout, students confront the moral questions inherent in a study not only of prejudice, racism, anti-Semitism, but also of courage, caring, and compassion. By studying the historical development and lessons of the Civil Rights Movement and the Holocaust and other violations of human rights, students will come to understand that few events in history are inevitable; most are the result of choices made by countless individuals and groups. Ultimately, students make the essential connection between history and the moral choices they confront in their own lives.

3874 SPORTS AND SOCIAL JUSTICE IN AMERICA
0.50 Unit
PD/WK 05
This semester course is designed for students who have an interest in civil rights, social justice, and sports. For decades, sports have often been used as a platform to raise larger, more complex social issues to a general audience. Many athletes such as Muhammad Ali, Miguel Aguilar, Serena Williams, Colin Kaepernick, Kareem Abdul-Jabbar, Billie Jean King, David Meggyesy, Ibtihaj Muhammad, and many others, have used their podium to address serious issues, even when it meant risking their career. Students will discuss the importance of participation in government and in our communities, and the need to participate in civic life through volunteerism and advocacy, including efforts such as contacting elected officials, protesting, and participating in/organizing boycotts. Among the activities will be guest speakers, presentations, debates, and research. Successful completion of this course will satisfy the NYS mandate in Government.
3852 AP AMERICAN GOVERNMENT & POLITICS (With Economics)
1.00 Unit PD/WK 05
AP EXAM REQUIRED
Prerequisite: American History, 85% or better on the U.S. Hist.& Gov.Regents & Departmental Approval

This full year course combines the one-semester course in Economics (3810) with a one-semester course in Advanced Placement American Government & Politics. This college-level course is designed to give students a critical perspective on government and politics in the United States. It involves both the study of general concepts used to interpret American politics and the analysis of specific case studies and current events. It will require familiarity with the various institutions, beliefs and ideas which make up the American political reality. The following topics are central to the course organization: constitutional underpinnings of American government, political beliefs and behaviors, political parties and interest groups, institutions and policy processes of national government, civil rights and civil liberties. Critical analysis, significant research and thesis writing are emphasized. Students may be granted college credit or placement for this course based upon their performance in the nationally administered exam which is required of all students.

3838 AP HUMAN GEOGRAPHY (With Government)
1.00 Unit PD/WK 05
AP EXAM REQUIRED
Offered in Grades 11, 12
Pre-Requisite: Global History & Geography, 85% or higher on the Global History Regents and Departmental Approval.

This college-level course is designed to give students a critical perspective of human social organization and its environmental consequences. Students will learn about the methods and tools used by geographers in their science and practice. Emphasis will be placed on geographic models and their applications. Case studies from around the globe are compared to those in the United States. The course is organized around seven major topics: Geography: Its Nature and Perspectives; Population and Migration; Cultural Patterns and Processes; Political Organization of Space; Agriculture, Food Production, and Rural Land Use; Industrialization and Economic Development; Cities and Urban Land Use. Students may be granted college credit or placement for this course based upon their performance in the nationally administered exam which is required of all students. Successful completion of this course will satisfy the state-mandated Economics requirement.

3835 AMERICAN SOCIETY - SHELTERED
1.00 Unit PD/WK 05

This course, designed for the beginning English as a Second Language student, is an overview of basic geographic skills and an introduction to the other disciplines that comprise social studies: history, economics and political science. Especially important is the introduction to American culture and an overview of United States geography, government, citizenship, and practical economics, to understand the development of the American political system. In addition, significant emphasis will be placed on reading and writing skills in the content area. (Students will satisfy the NYS mandates in Economics and Government.)

ELECTIVE OFFERINGS

3675 AP EUROPEAN HISTORY
1.00 Unit PD/WK 05
AP EXAM REQUIRED
Prerequisite: American History & Departmental Approval

The Advanced Placement course in European History focuses on developing students’ abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — Interaction of Europe and the World, Poverty and Prosperity, Objective Knowledge and Subjective Visions, States and Other Institutions of Power, and Individual and Society— provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. Students may be granted college credit or placement for this course based upon their performance in the nationally administered exam which is required of all students.
3801  PSYCHOLOGY
0.50 Unit
Offered in Grades 11, 12

The basic goal of this one-semester introductory course is to familiarize students with concepts and principles of psychology so that they will be able to understand the psychological processes which have shaped their behavior. Personality, gender, theories of learning, altered states of consciousness, and human development are among the topics that will be studied and discussed.

3809  AP PSYCHOLOGY
1.00 Unit
Offered in Grades 12
AP EXAM REQUIRED
Prerequisite: Minimum score of 85 in Living Environment Regents AND United States History & Government Regents

This college-level course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students will employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, and evaluate claims and evidence. Students may be granted college credit or placement for this course based upon their performance in the nationally administered exam which is required of all students.

3860  PHILOSOPHY
0.50 Unit
Offered in Grades 11, 12

Philosophical themes such as: Does free will exist? Is knowledge possible? Does God exist? Why does evil exist? Who are we? What is real? What is right? These questions will be discussed and analyzed along with their connection in both the Western and the Eastern worlds. The philosophies of Socrates, Plato, Lao-Tse, Buddha and Locke will be among those discussed. This one-semester introductory course will emphasize the development of position papers on topics of student interest, which will then be presented to the class. In addition, the students will keep a weekly reflection journal.

3651  AP ART HISTORY
1.00 Unit
Offered in Grades 11, 12
AP EXAM REQUIRED
Prerequisite: Global History I and II

AP Art History is a chronological survey of artistic styles, artists, architecture, painting, and sculpture primarily of the western tradition with periodic introductions of non-western work from Africa, the Americas, Asia, the Near East, Oceanic and Islamic traditions. Since art is the reflection of the time, place, and people which produced it, the course is as much concerned with history as with art. In order to understand the similarities and differences that exist in our visual world, we will explore the symbolism, artistic processes and political, social, economic and scientific background of the artwork. Central to the course is the development of visual literacy, oral and written skills of comparative analysis, and the understanding of those works in historical and sociological context. This course requires a high degree of commitment and academic work as students should be engaged at the same level as a college level art history survey. Students who have done well in the history courses or studio arts are especially encouraged to enroll. Students may be granted college credit or placement for this course based upon their performance in the nationally administered exam which is required of all students.
3875  SOCIOLOGY
0.50 Unit  PD/WK 05
Offered in Grades 11, 12

This one-semester course is designed to provide students with the skills necessary to analyze societies, cultures, and the relationship between the individual and society. The primary units of study are methods and techniques of sociological research; culture and its effect on the individual; social institutions such as school, religion, and family, and race, gender and economic inequality around the world. American society is used as the basis of study with comparisons made with other cultures when appropriate.

3882  COLLEGE SOCIOLOGY
0.50 Unit  PD/WK 05
Offered in Grades 11, 12

This college-level course is an analytic, skills-based introduction to sociology. The emphasis is on analytic reading and conceptual analysis. The approach to sociology is to view it as an empirical social science. As the course progresses, students should obtain increasing skill in analytic reading and writing, sociological reasoning, empirical investigation, and in the ability to make empirical and conceptual generalizations about self and society in an increasingly global world. Topics include: Sociological Perspectives; Doing Social Research; Culture, Groups, and Social Structure; The Power and Influence of the Media; Self and Identity; Social Inequality (Race, Class and Gender); Thinking about Society. For a nominal fee, students may receive three college credits through Syracuse University.

3091  LATIN AMERICAN AND LATINO STUDIES (W/Eco & Gov)
1.00 Unit  PD/WK 05
Offered in Grades 11, 12

This course is a study of Latin American history and geography to the present. The course of study primarily focuses on 20th century political, economic, social and cultural history of Latin America. Key issues covered include the relationship of Latin American nations among themselves and with the rest of the world. The course focuses on evolving role of women, religious upheavals, cultural/artistic movements and problems of sovereignty.

Emphasis will be given to the political, social, and economic relationship of the United States with various nations in Latin America, and the historical context of United States foreign policy as it relates to Latin America.

The second part of this course will cover the history and contributions of Latinos in America. Social and civic challenges and contributions will be analyzed and discussed. This course will cover civics, citizenship and government involvement of Latino communities in the U.S. Course includes a study of how economics have influenced major themes, concepts, and events in U.S. History, as it relates to Latinos in America.

Additionally, basic economic principles such as scarcity, supply and demand, productivity etc., and their application to everyday situations in American life are emphasized in this course. (Successful completion of this course will satisfy the NYS mandates in Economics and Government.)

3881  AFRICAN AMERICAN STUDIES (W/Eco & Gov)
1.00 Unit  PD/WK 05
Offered in Grades 12
Pre-requisite: American History & Government or AP United States History

This course covers the African American experience. It begins with the settlement of Virginia and the arrival of the first African people to the British North America. The course includes a study of the African continent to the 17th century focusing on the movement of African people through the Atlantic Slave Trade. In North America the focus is on the role of African Americans in shaping the national experience. Topics include slavery and resistance to slavery, building of African American communities through the 19th century, impact and outcome of Civil War protest and African American experience prior to and following the Civil Rights Movement.
Additionally, this course will examine how economics and economic systems, have influenced major themes, concepts, and events in U.S. History, as it relates to African-Americans. Economic principles such as scarcity, supply and demand, productivity, opportunity cost, and their application to everyday situations in American life will be studied. (Successful completion of this course will satisfy the NYS mandates in Economics and Government.)

6050 20TH CENTURY MUSICAL THEATER IN AMERICA

1.00 Unit
Offered in Grades 10, 11, 12
Prerequisite: Completion of PAVE 1

This course is designed to provide an overview of the history of musical theater in the United States while simultaneously developing the individual’s creative performance and technical abilities. We will examine the lives and contributions of the major composers, book writers, lyricists, directors, and choreographers in American musical theater, as well as the musical productions that received their creative energy. We will also look at the manner in which American musical theater evolved, and how this evolution related to the cultural and societal changes of the period. In addition, students will work to develop their theatrical, vocal, lyric composition, and dance skills. Students must enroll in this course to complete their sequence requirement in PAVE: Acting.

3910 GERMANY EXCHANGE SEMINAR

0.50 Unit
Offered in Grades 11, 12

Students who participate in the exchange program with a high school in Hamburg, Germany are required to enroll in this seminar where they will be introduced to German language, culture and society. A joint project with students from the German Gymnasium is mandatory.

“The most effective way to destroy people is to deny and obliterate their own understanding of their history.”

George Orwell
As New Rochelle High School reviews the Pathway model, approved by the NYS Board of Regents in January 2015, a Career and Technical Education (CTE) sequence in Marketing and Entrepreneurship may be available. At present, there is a wide array of Business Education courses which students may select to provide an introduction to the vast world of business.

### GENERAL COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit/Year</th>
<th>Grade Range</th>
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</thead>
<tbody>
<tr>
<td>Introduction to Business</td>
<td>.05 credit (open grades 9 &amp; 10)</td>
<td>10-12</td>
</tr>
<tr>
<td>Sport Management</td>
<td>½ credit</td>
<td>11-12</td>
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### MARKETING COURSES (Open to grades 10-12)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit/Year</th>
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<tbody>
<tr>
<td>Principles of Marketing</td>
<td>1 credit</td>
</tr>
<tr>
<td>College Marketing</td>
<td>1 credit</td>
</tr>
<tr>
<td>Sports and Entertainment Marketing</td>
<td>½ credit</td>
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### ACCOUNTING COURSES (Open to students grades 10-12)

<table>
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<tr>
<th>Course</th>
<th>Credit/Year</th>
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<tbody>
<tr>
<td>Accounting</td>
<td>1 credit</td>
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<tr>
<td>College Accounting</td>
<td>1 credit</td>
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</tbody>
</table>

### BUSINESS LAW COURSES (Open to students grades 10-12)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit/Year</th>
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<tbody>
<tr>
<td>Business Law</td>
<td>1 credit</td>
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<tr>
<td>College Business Law</td>
<td>1 credit</td>
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### BUSINESS TECHNOLOGY COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit/Year</th>
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<tbody>
<tr>
<td>Digital Literacy (grade 9 &amp; 10)</td>
<td>½ credit</td>
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<tr>
<td>Computer Applications (grade 9 &amp; 12)</td>
<td>1 credit</td>
</tr>
<tr>
<td>Website Design for Beginners (grade 9 &amp; 12)</td>
<td>½ credit</td>
</tr>
<tr>
<td>Social Media Marketing (grade 9 &amp; 12)</td>
<td>½ credit</td>
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### FINANCE COURSES (Open to students 11-12)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit/Year</th>
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</thead>
<tbody>
<tr>
<td>Topics in Economics and Personal Finance</td>
<td>½ credit</td>
</tr>
<tr>
<td>Career &amp; Financial Management</td>
<td>½ credit (required in CTE)</td>
</tr>
</tbody>
</table>
**5684 DIGITAL LITERACY**
0.50 Unit
Offered in Grade 9 & 10

Computing is an important part of everyday life in the twenty-first century. From music and photos to banking and communicating, computers have changed the way we work and live. This semester course provides students with the foundation knowledge in computing. After learning the basic tools of computer programming, students will apply their knowledge in an effective and creative manner using the many features of the Google Application. Coursework also includes activities that explore social and ethical issues related to computers.

**5501 INTRODUCTION TO BUSINESS**
0.50 Unit
Offered in Grades 10, 11, 12

Pre-requisite: None

This 1/2 year course introduces students to the role of business in our lives as consumers, workers, and citizens. It begins with an overview of economic systems with emphasis on the American economy. It then explores the characteristics of finance, entrepreneurship, international business, and the government’s role in business. Other topics to be studied include human relationships, decision making, personal resource management, consumer issues regarding banking systems and taxes. Students will learn basic business technology, including Microsoft Office Suite. The course will explore career opportunities and employment skills needed when applying for a job. Students will partake in mock interviews, format a cover letter and resume, and create a “Personal Business Plan.”

**5503 CAREER AND FINANCIAL MANAGEMENT**
0.50 Unit
Offered in grades 10, 11, 12

This course is required by the NYS Education Department for any student pursuing a sequence in career and technical education. The emphasis is on business and economic systems, career planning, selection and success, and financial literacy. This semester course will inform students how individual choices directly influence occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets utilizing checking and saving accounts, gain knowledge in finance, debt and credit management, and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions leading to financial independence. Emphasis also placed on business and economic systems, career planning, selection and success.

**5673 COMPUTER APPLICATIONS 1 (Word & Excel)**
0.50 Unit
Offered in Grades 9 - 12
Pre-requisite: None

This foundational semester course is designed to teach students the computing fundamentals and concepts involved in the proficient use Microsoft Word and Microsoft Excel. Upon completion of this course, students will gain basic proficiency in word processing, spreadsheets, databases, and presentations. In addition, students will have engaged in key critical thinking skills and will have practiced ethical and appropriate behavior required for the responsible use of technology.
5682 COMPUTER APPLICATIONS 2 (PowerPoint & Publisher)
0.50 Unit
Offered in Grades 9 - 12
Pre-requisite: None

This foundational semester course is designed to teach students the computing fundamentals and concepts involved in the proficient use of Microsoft PowerPoint and Microsoft Publisher. Upon completion of this course, students will gain basic proficiency in word processing, spreadsheets, databases, and presentations. In addition, students will have engaged in key critical thinking skills and will have practiced ethical and appropriate behavior required for the responsible use of technology.

3820 TOPICS IN ECONOMICS AND PERSONAL FINANCE
0.50 Unit
Offered in Grades 11 & 12

Students will analyze the effectiveness of varying ways individuals, societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources. Economic concepts such as efficient allocation of limited resources, supply/demand relationship, opportunity cost of each decision made, production, money, economic growth, markets, costs, ethics, and competition will be defined and applied to personal finance scenarios. Students will set personal financial goals, recognize needs and debt obligations, and analyze how to utilize effective budgeting, borrowing, and investment strategies to maximize well-being.

Students will examine various risk factors when setting financial goals and budgeting for anticipated savings and spending. This course will review the forms and purposes of financial credit, the effects of personal debt, and the role and impact of interest. Successful completion of this course will satisfy the state-mandated economics requirement.

5555 ACCOUNTING
1.00 Unit
Offered in Grades 10, 11, 12
Pre-requisite: None

This course is designed to introduce the basic elements of accounting. Students will examine the recording phase of keeping records in business. They will study the theory and practice of accounting for the complete accounting cycle: analyzing transactions, journalizing, posting, petty cash, financial statements, and adjusting and closing entries. Computers are utilized in recording transactions and in preparing reports and financial statements. Students will explore career opportunities in the field of accounting.

5565 COLLEGE ACCOUNTING
1.00 Unit
Offered in Grades 10, 11, 12
Pre-requisite: None

This is an honors-level accounting course using a college level text. Recommended for students planning to study accounting at the postsecondary level. Accounting topics include the Accounting Cycle, Analyses of Transactions, Deferrals and Accruals, Financial Statements, Special Journals, Inventory Systems, Bank Reconciliations, Accounting for Receivables and Uncollectibles, Plant Assets and Depreciation. Computers are used to perform various accounting applications such as spreadsheets. Westchester Community College will grant 4 transferable credits for successful completion of this course. A modest tuition fee is charged by W.C.C.
**5620 BUSINESS LAW**
1.00 Unit
PD/WK 05
Offered in Grades 10, 11, 12
Pre-requisite: None

In this real world course, students will gain an understanding of the law as it relates to them today and in the future. Students will explore legal vocabulary while gaining an understanding of the court system at local, state, and national levels. Students will explore contract law, their rights and responsibilities as citizens, utilization of financial transactions, employment and agency relationships, and an understanding of the regulations governing different types of business organizations. Students gain experience solving case problems.

**5625 COLLEGE BUSINESS LAW**
1.00 Unit
PD/WK 05
Offered in Grades 10, 11, 12
Pre-requisite: Minimum GPA: 80

This is an honors-level survey course in the field of business law, using a college level text. The content reflects the fundamental phases of business law as currently represented in the Uniform Commercial Code. Topics to be studied include law procedures and the nature and development of law; the constitution, government regulation, administration agencies, international trade, law, contracts; mutual consent, capacity of parties, consideration, legality of subject matter, corporations, partnerships; insurance; bankruptcy; real and personal property; employment and labor legislation; wills and estates. Westchester Community College will grant transferable credits for successful completion of this course. A modest tuition fee is charged by W.C.C.

**5651 PRINCIPLES OF MARKETING**
1.00 Unit
PD/WK 05
Offered in Grades 10, 11, 12
Pre-requisite: None

Ever wonder why some products seem to capture the public’s interest and become the rage, while others just seem to appear one day and disappear the next? Do you find certain advertisements funny and others simply ridiculous? What are the secrets to making millions of dollars by selling a new and different idea? Well, if you have ever wondered about such things, you certainly would be interested in Marketing! This year-long course explores the way businesses create and sell their products. Areas covered include buying, selling, distribution systems, marketing research, and advertising. Major emphasis is on the retailing industry. Students will explore career opportunities in the field of marketing and distribution. This course incorporates the Career and Financial Management modules which are required by the State Education Department for any student pursuing a sequence in Marketing Education.

**5654 COLLEGE MARKETING**
1.00 Unit
PD/WK 05
Offered in Grades 10, 11, 12
Pre-requisite: 80 GPA or higher

This is an honors-level survey course in the field of marketing, using a college level text. Topics to be studied include: economic, psychological, and sociological influences on buyer behavior; product development, product line decisions, policies and strategies; determining distribution channels; promotional activities; and marketing research. Westchester Community College will grant 4 transferable credits for successful completion of this course. A modest tuition fee is charged by W.C.C.
5655  SPORTS AND ENTERTAINMENT MARKETING
0.50 Unit  PD/WK 05
Offered in Grades 11, 12 Fall
Pre-requisite: Principles of Marketing

This innovative course is a study of how the principles of marketing are applied in the sports industry. The course examines the marketing of sports, teams, athletes, etc., as well as the use of sports to market products (e.g., sponsorship and promotional licensing). Classroom instruction will be reinforced through the use of outside lectures, case studies, and field trip experiences.

5647  SPORT MANAGEMENT
0.50 Unit  PD/WK 05
Offered in Grades 11, 12 Spring

The business of sports has grown to a multibillion-dollar enterprise on a worldwide scale. In this course students will develop an understanding of the sports industry including: the governance structure of both professional and amateur organizations, human resources, financial aspects of the business, and the concepts and skills of leadership for managers in this field. Students will learn and develop an understanding of the unique aspects of sport management that separates it from other fields. The students will gain an awareness of the challenges and opportunities that are inherent in this business. They will also learn about the various career opportunities in this industry through guest speakers and a variety of resource material.

5648  SOCIAL MEDIA MARKETING
0.50 Unit  PD/WK 05
Offered in grades 9-12

Having a fully developed social media strategy will help you engage your audience in a real way, evoking reactions that are both emotional and lasting. Students taking this course will learn the fundamentals of Social Media Marketing in the business world and how to utilize Social Media effectively. Students will explore the history and effectiveness of Social Media on business marketing principles.

5659  WEBSITE DESIGN FOR BEGINNERS
0.50 Unit  PD/WK 05
Offered in grades 9-12

Gain knowledge on the essential elements that make up a business website and apply it to any number of businesses that you create in the future! Students will learn how to develop and create a website for business and personal use, as they work with different platforms. Students will obtain general knowledge on how an effective website can enhance the development of products and services in the market-place.
Career and Technical Education (CTE) electives offered at the Southern Westchester BOCES Center for Career Services are available to New Rochelle High School students enrolled in the eleventh and twelfth grades. The Career and Technical Education programs prepare secondary student graduates with the career skills they need to find employment and/or pursue postsecondary education. Career and Technical Education courses are worth four credits each year and are two-year programs.

Students completing one of Southern Westchester BOCES certified CTE programs have the opportunity to earn a technical endorsement on either their Regents Diploma or Regents Diploma with Advanced Designation. This endorsement signifies that students have met rigorous and relevant industry standards. In order to be eligible to receive a diploma with a technical endorsement, students must pass an industry-developed technical assessment consisting of written examination(s), student project(s) and student demonstration(s) of technical skills that measure proficiency in a specific technical field through the application of national standards.

Students attend the BOCES Center for Career Services during either the morning or afternoon sessions and take their academic courses at New Rochelle High School during the other half of the school day. Students enrolled in Career and Technical Education courses are still able to participate in the co-curricular activities and sports programs offered after school. Bus transportation is provided between New Rochelle High School and the Southern Westchester BOCES campus. **Students are not allowed to drive to BOCES.**

Students enrolled in Career and Technical Education courses can obtain national and state industry certification and a technical endorsement on their high school diploma in one of the following areas (Note course descriptions are excerpted from the Southern Westchester BOCES Center for Career Services program catalogue; additional program information is available at www.swboces.org/services.cfm).

**MEDIA CLUSTER**

9085 COMMERCIAL ART 1/MULTIMEDIA 1
9086 COMMERCIAL ART 2/MULTIMEDIA 2

4.0 Units PD/WK 08

The Commercial Art program includes instruction in a variety of topics including illustration, animation, advertising, marketing, figure drawing, art history and portfolio development. All computer design work is done with the CS6 Adobe Creative Suite. The computer software instruction includes Photoshop, Illustrator, Flash and In-design. While graduates will find jobs as graphic or commercial designers, illustrators and animators, many choose to pursue a post-secondary degree. Six college credits are available for students who fulfill the Commercial Art requirements. This two-year program is recognized by major art schools throughout the country.
This program offers students the opportunity to develop a deeper understanding of Microsoft Office Suite and Google Drive tailored for use in general business setting as well as the medical field. Students gain an in-depth knowledge of Word, Excel, PowerPoint, Access, Outlook and OneNote while learning in a simulated office environment. Successful students will be eligible to obtain certifications as a Microsoft Office Specialist or Medical Administrative Assistant.

This program provides a supportive and rigorous training ground for a career in the fashion and a retail merchandising field. The goal is to introduce students to the world of fashion by giving them a complete overview of the skills necessary to pursue a career in the fashion industry. The curriculum mirrors the courses required by industry recognized fashion design colleges with units of study that include: Fashion Drawing, History of Fashion, Textile Studies, Computer Aided Designing, Patter-making/ Draping, Sewing Techniques, and Merchandising. Our comprehensive curriculum enables students to have a competitive advantage in the admissions process of post-secondary institutions.

The Architecture and Interior Design program is an introduction to the elements and principles of art and design. The program combines graphic design skills using Illustrator and Photoshop with a focus on its uses in the interior design field. The curriculum includes an overview of the history of architecture, furniture design, perspective drawing and rendering, drafting and Google SketchUp. A student completing the two-year program leaves with a comprehensive portfolio as well as internship opportunities.

Operating professional, state-of-the-art studio equipment is just one facet of the exciting TV/Video Production Program offered to students. Through a variety of interesting projects and activities, students learn about studio and video production; the operation of cameras, sound and lighting, in addition to post-production experience and editing. Additional education is recommended for students pursuing this competitive field. Job opportunities include production assistant, lighting, technician, camera operator, video technician and tape operator. In the second year of the program, students choose to concentrate on either TV/Video Production or Sound Production.
SMART HOUSE TECHNOLOGIES CLUSTER

9064 CONSTRUCTION/PLUMBING 1
9065 CONSTRUCTION/PLUMBING 2
4.0 Units

This course follows the National Center for Construction Education and Research construction (NCCER) plumbing curriculum. Students will acquire basic plumbing and construction skills through authentic work-based projects and activities. The Construction/Plumbing instruction is supported with NCCER core curriculum, providing students with the needed “construction work-site” safety knowledge. Students who successfully complete this program are eligible for pre-apprenticeship plumbing construction opportunities.

9052 ELECTRICAL CONSTRUCTION 1
9053 ELECTRICAL CONSTRUCTION 2
4.0 Units

The Electrical Construction program offers each student the opportunity to learn basic electrical skills and progress to the cutting edge of 21st century green technologies. In each class, students construct the circuits discussed, gaining skills and experience as they move from residential into commercial and industrial wiring. The materials, meters and methods used give students an in-depth understanding of their field and knowledge needed to work with the latest environmentally friendly, or “green” technologies. Students are prepared to earn certification through the National Center for Construction Education and Research (NCCER). Post-secondary education in the electrical industry is available one-two-and four year college programs. Specialized training is also available at technical schools or through apprenticeships, and some employers pay for such education. Successful Electrical Trade students are well-prepare for entry into work force or for advanced study in college, technical school or apprenticeship.

ENGINEERING/GREEN TECHNOLOGIES CLUSTER

9130 AUTOMOTIVE TECHNOLOGY 1
9131 AUTOMOTIVE TECHNOLOGY 2
4.0 Units

Students receive hands-on experience in the repair and diagnosis of foreign and domestic vehicles. Topics include engine performance; electrical systems: brake systems; suspension and steering systems; and diagnostic and fault tracing techniques. After completing this two-year program, students can work as general service technicians, brake and alignment technicians, engine tune-up technicians, and auto parts specialists. Students also have the opportunity to receive college incentives, paid summer internships and a Snap-On tool kit at a discount for those who complete the program. AYES (Automotive Youth Educational Systems) and ASE (Automotive Service Excellence) certification are available.

9132 COLLISION TECHNOLOGY 1
9133 COLLISION TECHNOLOGY 2
4.0 Units

The Auto Collision program provides instruction into the repair and restoration of damaged automobiles. Students will learn the skills and procedures specific to complete auto collision repair such as, repairing and replacing damaged vehicle body parts and removing damage and dents using metalworking techniques. Students will also learn welding technology, rust repair, mixing and applying fillers, primers, paints and finishes, repairing electrical systems, and repair of collision damaged suspension systems as well as cooling and air conditioning systems. Students are also trained in servicing vehicle trim and glass, as well as estimating repair costs and managing their own shop. As a skilled technician, graduates will be able to find employment as an auto body technician, body shop manager, supply representative, insurance adjuster, or perhaps even a shop owner.
The Cosmetology program is a two-year course that provides 1,000 hours of NYS cosmetology approved instruction that leads to the New York State Cosmetology Board examination. Topics of study include hair styling, coloring, natural hairstyling, cosmetics and aesthetics. Upon successful completion, students are granted a temporary NYS Cosmetology license that will facilitate employment in the cosmetology field until the successful completion of the permanent NYS cosmetology examination.

Students acquire the needed entry level culinary skills and learn the fundamental concepts and techniques of cooking in the Culinary Arts Program. Training in cooking methods such as; butchering, baking, nutrition, menu planning and catering is provided. Job opportunities include employment as a specialty cook/chef, caterer, food production, restaurant manager, and restaurateur. Internships and Capstone opportunities in local area culinary establishments are available for interested students.

Students can prepare for a medical career by participating in supervised clinical rotations in an extended care facility with classroom theory and lab practice in the Nursing Assistant program. This course allows students to work directly with patients while preparing for the New York State Department of Health Certified Nurse Assistant examination. Students will acquire entry level knowledge and skills for a fulfilling lifetime career.

The Security, Law, and Policing program is a two-year program that provides classroom and practical experience for students interested in becoming first responders, including police officers and firefighters. Students enrolled in this program are trained in policing techniques and HAZMAT controls. This is a comprehensive program that will be a starting point for students interested in entering the field of law enforcement and or the armed forces.
This Emergency Medical Services course is designed for anyone interested in working in public safety, including fire, police and ambulance operations. Its purpose is to provide students with an academic and working knowledge to become state certified as an EMT. It is the prerequisite to becoming a paramedic. Through lectures, interactive presentations, skills labs, and simulations, students build the knowledge and skills to provide basic life support to critically ill and injured patients. Students learn to manage an airway using artificial devices, assess the severity of illness or injury, assist with the administration of some medications, manage wounds and bleeding, immobilize fractures, perform CPR, utilize an automated defibrillator and a host of other procedures. Students must complete 10 hours of observation under the supervision of a preceptor at a designated ambulance company or hospital. Students who successfully complete this program are eligible to take the New York State Certified First Responder (CFR) and/or Emergency Medical Technician (EMT) Examination. Seniors are eligible to receive five college credits from Westchester Community College.

**STEM CLUSTER**

9100  PRE-ENGINEERING 1/ C.A.D. 1
4.0 Units

Pre-Engineering is a two year course designed to introduce students to the world of technology and engineering. The course will provide opportunities to apply science, technology, mathematics and communication skills through project based instruction that will promote real world applications. Many of the different fields of engineering (Mechanical, Civil, and Robotics Engineer) as well as engineering concepts and principles will be explored. With a teaming approach, students will learn and apply the design process, develop organizational, problem solving and creative and analytical-thinking skills. This course can be a starting point for students interested in entering the field of engineering.

9072  VETERINARY SCIENCE 1
9074  VETERINARY SCIENCE 2
4.0 Units

In the Veterinary Science program students will have the opportunity to work with live animals as they learn how to properly handle and care for animals. Students will perform different veterinary procedures, including how to measure heart rate and temperature, how to collect and analyze samples, and learn to use a microscope and other veterinary tools. Students will have the opportunity to learn about animal physiology and anatomy of animals through dissections, labs, and care of classroom animals. The course will cover topics ranging from anatomy and physiology to veterinary office management. This course will provide students with a foundation in veterinary terminology and procedures, which will help students, succeed in their future careers in animal science as veterinarians, veterinary technicians, and veterinary assistants.
INTEGRATED ACADEMIC COURSES AT SW BOCES

Southern Westchester BOCES has been approved by the New York State Education Department to award the following integrated credits as part of the Career and Technical Education programs:

Architecture & Interior Design /3D Art  English 12
Automotive Technology*  English 12  Mathematics
Computer Networking – CISCO/CCNA  (Available upon program approval)
Collision Technology*  English 12  Mathematics
Commercial Art*/ Multimedia  English 12
Computer Information Systems &
Medical Office Administrative Assistant  English 12
Construction/Plumbing*  English 12  Mathematics
Cosmetology  English 12
Culinary Arts*  English 12
Electrical Construction*  English 12  Mathematics
Emergency Medical Services  English 12  Science
Fashion Design & Merchandising  English 12
Nursing Assistant  English 12  Science
Pre-Engineering*/C.A.D.  English 12  Mathematics  Science
Security, Law and Policing*  English 12  Science
TV/Video  English 12
Sound Production  English 12  Science
Veterinary Science  English 12  Science

**Technical Endorsement:**
A Center for Career Services student can also gain a technical endorsement on his or her Regents Diploma that reflects student achievements, if the student:
- Completes all graduation requirements and the CTE sequence requirements
- Passes a technical assessment
- Passes the required Regents exams (or approved alternatives)

**Pathways- 4+1 Graduation Option Multiple**
Please contact the Center for Career Services to inquire about the technical assessments currently approved by NYSED to complete the CTE pathway option.

* Program leads to a NYSED approved CTE assessment, which may count as a 4+1 CTE Pathway exam.
PERFORMANCE

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Grades</th>
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</thead>
<tbody>
<tr>
<td>Huguenot Orchestra</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Concert Band</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Choraleers</td>
<td>9, 10</td>
</tr>
<tr>
<td>Chorale</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Symphonic Band</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Voice Lessons</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Instrumental Lessons</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Symphonic Orchestra</td>
<td>9, 10, 11, 12</td>
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</tbody>
</table>

ACADEMIC MUSIC

<table>
<thead>
<tr>
<th>Course</th>
<th>Grades</th>
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</thead>
<tbody>
<tr>
<td>Applied Music</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Foundations of Music</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Music in Our Lives/Keyboard Lab, Guitar, Percussion</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Advanced Musicianship (AP Music Theory)</td>
<td>10, 11, 12</td>
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SEQUENCE OPTIONS

<table>
<thead>
<tr>
<th>Three Year Sequence</th>
<th>Five Year Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Development</td>
<td>Musical Knowledge</td>
</tr>
<tr>
<td>2 Units of Skill Development</td>
<td>3 Units of Skill Development</td>
</tr>
<tr>
<td>+1 Unit of Musical Knowledge</td>
<td>+2 Units of Musical Knowledge</td>
</tr>
<tr>
<td>=3 Unit Major Sequence in Music</td>
<td>=5 Unit Major Sequence in Music</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Development</th>
<th>Musical Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symphonic Band</td>
<td>Foundations of Music</td>
</tr>
<tr>
<td>Orchestra</td>
<td>Advanced Musicianship (AP)</td>
</tr>
<tr>
<td>Choraleers</td>
<td></td>
</tr>
<tr>
<td>Chorale</td>
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</tr>
</tbody>
</table>

1. Prerequisites for performing groups are teacher recommendations and/or performance auditions.
2. All candidates for Applied Music must have had at least one (1) full year of private music instruction immediately prior to the year of registration for the course.
3. Instrumental students are encouraged to take private music instruction in their major instrument or vocal field.
4. Although students taking Applied Music receive ½ unit per year of study, this course may not be used to satisfy the graduation requirement of one unit of study in Music and/or Art.
5. Dance has been approved by NY State, to fulfill the Fine Arts Regents requirement.
PERFORMANCE

7001 SYMPHONIC ORCHESTRA
1.00 Unit
Offered in Grades 9, 10, 11, 12
Prerequisite: Playing knowledge of string instrument

*Students are accepted into Symphonic Orchestra by audition only.*

This course is for students with advanced playing ability of non-fretted string instruments. Members survey and perform literature composed for string and full orchestra. The group performs in concert at least twice a year. Students must take instrumental lessons in school on a rotating basis.

7002 HUGUENOT STRING ORCHESTRA
1.00 Unit
Offered in Grade 9, 10, 11, 12

*Students are accepted into Symphonic Orchestra by audition only.*

Students will be accepted upon recommendation from their Middle School string teacher for whom they have performed. Students who studied violin, viola, cello, or bass at the Elementary schools, but for some reason couldn’t schedule it at the Middle Schools may also enter the program through passing a formal audition/interview.

Classes will emphasize the fundamentals of musicianship including the study of major scales, rhythm, intonation, dynamics, and the art of following a conductor. Students must take instrumental lessons on a rotating basis.

Students may be accelerated into the Symphonic Orchestra at the discretion of the music director.

7003 CONCERT BAND
1.00 Unit
Offered in Grades 9, 10, 11, 12
Prerequisite: Prior Band Experience and the recommendation of the previous band instructor.

This ensemble explores a variety of wind and percussion literature, suitable, yet challenging, for the level of the group. Classes will emphasize the fundamentals of musicianship, such as major scales, rhythms, intonation and dynamics. The Concert Band will perform in concerts, and all members also participate in Pep Band. In addition, students must take instrumental lessons in school on a rotating basis.

7005 SYMPHONIC BAND
1.00 Unit
Offered in Grades 10, 11, 12

*Students are accepted into Symphonic Band by audition only.*

This ensemble explores the more challenging wind and percussion literature, emphasizing 20th century band compositions, but also including transcriptions of orchestral pieces, Broadway show and movie themes, and marches. Advanced exercises in technique will be studied, and sight-reading will form a portion of each rehearsal. The Symphonic Band will perform in concerts, and all members also participate in Pep Band. In addition, students must take instrumental lessons in school on a rotating basis.
7010  INSTRUMENTAL LESSONS
0.00 Unit  PD/WK 00
Offered in Grades 9, 10, 11, 12

Individualized and group instruction for students in Orchestra, Symphonic Band, or Concert Band. Time to be arranged by the teacher for instruction.

7030  CHORALEERS
1.00 Unit  PD/WK 05
Offered in Grades 9, 10
Prerequisite: Admission by audition – music instructor recommendation

Choraleers is a select mixed chorus concentrating on the performance of choral music of many different styles and on the development of basic choral singing and vocal skills. Choraleers also focuses on the development of sight-reading skills, including rhythm, pitch and dynamic markings. Choraleers are expected not only to sing well, but to be able to “hold their part” in a section and work together as a team.

7035  CHORALE
1.00 Unit  PD/WK 05
Offered in Grades 10*, 11, 12
Prerequisite: Admission by audition – vocal ensemble – music instructor recommendation

Chorale is a select mixed chorus involved in the intensive study, preparation and performance of representative a cappella and accompanied works of all periods.

* Upon recommendation, some 10th graders will be placed in chorale.

7020  MUSIC IN OUR LIVES – PIANO (Full Year)
1.00 Unit  PD/WK 05
Offered in Grades 9, 10, 11, 12
Prerequisite: None

This is a practical and introductory multidisciplinary course designed to give students the opportunity to explore their interest in academic subjects concerning music through the study of piano/keyboard. The academic subject’s area will concern itself with research projects based upon either concert reviews, in-depth probes of artists’ lives, musical instrument study, sound engineering, recording, and/or music notation. (piano lab will be taught in Mr. Barbaro’s class only)

7021  MUSIC IN OUR LIVES 2 – PIANO (Full Year)
1.00 Unit  PD/WK 05
Offered in Grades 9, 10, 11, 12
Prerequisite: Successful completion of Music In Our Lives 1 – Piano, demonstrated piano skills, Departmental Approval

This is a practical continuation of the study of piano/keyboard. This course will focus on the further development of piano/keyboard skills through the study of contemporary keyboard literature written in standard musical notation. Informal recitals are part of the expectations of this course.
7022 MUSIC IN OUR LIVES – GUITAR (Full Year)
1.00 Unit
Offered in Grades 9, 10, 11, 12
Prerequisite: None

This is a practical guitar-based course designed to give students the opportunity to explore their interest in academic subjects concerning music. The academic subject’s area will concern itself with research projects based upon either concert reviews, in-depth probes of artists’ lives, musical instrument study, sound engineering, recording, and/or music notation. Performance-based projects include learning chord changes for traditional popular song literature.

7023 MUSIC IN OUR LIVES - PERCUSSION (Full Year)
1.00 Unit
Offered in Grades 9, 10, 11, 12
Prerequisite: None

This is a practical percussion-based course designed to give students the opportunity to acquire skills in basic percussion performance. Students will learn basic sticking technique on standard drum pads including the rebound stroke, and acquisition of basic drum rudiments through dedicated practice. Students will also learn basic music percussion notation and percussion ensemble literature. Informal recitals are part of the expectations of this course.

7015 VOICE LESSONS
0.00 Unit
Offered in Grades 9, 10, 11, 12
Prerequisite: Concurrent enrollment in Choraleers or Chorale Individualized and group instruction available for students in Choraleers or Chorale. Time to be arranged by teacher for instruction.

6045 PERFORMANCE DANCE - Sections 1, 2
1.00 Unit
Offered in Grades 9, 10, 11, 12
Prerequisite: Acceptance and concurrent enrollment in PAVE Dance I – IV

This course is designed to provide an opportunity for students with significant previous dance experience and training to work and perform at a higher level. Performance Dance will have two main areas of focus. First, students will spend time delving deeper into, strengthening, and perfecting the techniques of ballet, modern jazz, tap, hip-hop, improvisation, and composition. Second, each member of the class will play an active role in developing a lecture/demonstration performance repertoire, which will be performed several times throughout the year. Performances will be arranged by the instructor and will take place not only at New Rochelle High School, but throughout the district as well. This course serves as a PAVE elective and offers PAVE credit.

6045 PERFORMANCE DANCE P.E. – Sections 4, 5
0.50 Unit
Offered in Grades 11, 12
Prerequisite: Acceptance in PAVE Dance I – IV or by general audition

This course is designed to provide an opportunity for students with significant previous dance experience and training to work and perform at a higher level. Performance Dance will have two main areas of focus. First, students will spend time delving deeper into, strengthening and perfecting the techniques of ballet, modern jazz, tap, hip-hop, improvisation, and composition. Second, each member of the class will play an active role in developing a lecture/demonstration performance repertoire, which will be performed several times throughout the year. Performances will be arranged by the instructor and will take place not only at NRHS, but throughout the district as well. This course serves as a Physical Education elective. It is available to juniors and seniors only. Meets every day and offers ½ credit.
**6049  INTRODUCTION TO DANCE**

1.00 Unit

Offered in Grades 9, 10, 11, 12

Prerequisite: Interest in Dance as an Artform

Students will learn dance and movement techniques that will enable them to learn the basic elements of dance based on Laban Movement Analysis. Students will explore how to develop sound body mechanics based upon the Laban elements of body, energy, space and time. Students will apply the techniques and analyses to various styles of dance as they explore their own expressive capabilities. Students will choreograph a dance composition independently using multiple styles that demonstrates their learning. This course will help students prepare for a PAVE Dance audition for students in grade 9. Students will earn the one unit of credit in arts after successful completion of this course.

**6050  20th CENTURY MUSICAL THEATER IN AMERICA**

1.00 Unit

Offered in Grades 10, 11, 12

Prerequisite: Successful completion of PAVE I Acting; concurrent enrollment in PAVE II Acting.

This course is designed to provide an overview of the history of musical theater in the United States while simultaneously developing the individual’s creative performance and technical abilities. We will examine the lives and contributions of the major composers, book writers, lyricists, directors, and choreographers in American musical theater, as well as the musical productions that received their creative energy. We will also look at the manner in which American musical theater evolved, and how this evolution related to the cultural and societal changes of the period. In addition, students will work to develop their theatrical, vocal, lyric composition, and dance skills. Students must enroll in this course to complete their sequence requirement in PAVE II Acting.

**6070  SCREENWRITING & FILMMAKING**

1.00 Unit

Offered in Grade: 9, 10

Prerequisite: Acceptance into PAVE Acting; concurrent registration in PAVE I Acting. A limited number of spaces may be available for sophomores, juniors or seniors interested in learning the fundamentals of writing and filming who are not enrolled in PAVE Acting.

In this workshop style course, students will learn the fundamentals of playwriting and screenwriting through the writing of scripts, bolstered by the use of improvisational techniques. Emphasis will be placed on the development of action, conflicts, events, and theme. In the course of the year, students will complete a short film in collaboration with other students, the prose treatment of a short screenplay, and a series of short original film projects. The course will promote these learning goals: the expression of ideas, the exploration of individual creativity and the creative process, self-reflection and self-analysis, and the development of interpersonal skills. Students will learn the basics of filmmaking, editing, and an understanding of microphones and lights.

**6071  SCREENWRITING & FILMMAKING 2**

1.00 Unit

Offered in Grade: 10, 11, 12

Prerequisite: Successful completion of Screenwriting & Filmmaking 1, Departmental Approval.

In this workshop style course, students will expand upon the fundamentals of playwriting and screenwriting through the writing of scripts and improvisational techniques. Emphasis will be placed on the development of action, conflicts, events, and theme. In the course of the year, students will refine their work in short films in collaboration with other students, the prose treatment of a short screenplay, through a series of original film projects. The course will promote these learning goals: the expression of ideas, the exploration of individual creativity and the creative process, self-reflection and self-analysis, and the further development of interpersonal skills. Students will learn the finer points of filmmaking, editing, and sound and lighting techniques.
6080  BASIC ACTING 1
1.00 Unit  PD/WK 05
Offered in Grade: 9, 10
Prerequisite: Desire to Learn to Act on Stage.

This course is an introduction to fundamental acting skills. Students will study and acquire the basic acting skills including expression, diction, projection, movement and focal points, vocal modulation, character development, concentration and focus, and effective use of stage space through the study of scenes and monologues. They will learn the tools for creating precise, focused, relaxed and playful relationships on stage through the study and presentation of basic scenes. Areas of study include the elements of stage production, forms of theater, and organization of productions. This class will present scenes in performance during the year.

6082  THEATRE OF DRAMATIC LITERATURE
1.00 Unit  PD/WK 05
Offered in Grade: 10, 11, 12
Prerequisite: Successful completion of Basic Acting or English classes, Departmental Approval.

Students will learn the different time periods of theatre from styled theater to breaking the fourth wall, to more modern scene work that is produced today. Students will also learn how to analyze plays from finding the setting, the main problem(s), the climax of the play, and the defining end moment of the play. Students will prepare formal critiques supporting their analysis of the play. Literature to be studied includes classics as well as modern literature.

6085  THE THEATRE OF SHAKESPEARE, AN ACTOR’S PERSPECTIVE
1.00 Unit  PD/WK 05
Offered in Grade: 10, 11, 12
Prerequisite: Successful completion of Basic Acting or English classes, Departmental Approval.

This course is a practical approach to understanding the works of William Shakespeare through performance. Students will gain fundamental skills that will help them to analyze text, create believable characters and craft a performance. Selected Shakespeare plays will be read and studied beginning with monologues and soliloquies, and moving on to group scenes. Students will be expected to analyze and critique scenes, noting beats, transitions, wants and actions. Interpretations of monologues, soliloquies and scenes from a play will be based upon student research of past and current performance practice. The theater techniques explored are applicable to all theatrical literature including comedy, drama and musicals.

ACADEMIC

7050  FOUNDATIONS OF MUSIC
1.00 Unit  PD/WK 05
Offered in Grades 9, 10, 11, 12
Prerequisite: Piano Keyboard Knowledge – The ability to read instrumental or vocal music is recommended but not mandatory; however, some knowledge of music theory is required.

This course is designed to offer students the opportunity to perceive the inter-workings of musical works of the past and present. Emphasis will be on developing aural-visual skills, harmonizing melodies, and identifying intervals, chords, and scales through listening and/or performing. Students who plan to pursue music at the college level are encouraged to enroll as well as students who wish to broaden their musical knowledge.
7055  APPLIED MUSIC

0.50 Unit  PD/WK 05
Offered in Grades 9, 10, 11, 12
Prerequisite: One year of private study prior to applying.

Credit is given for private lessons pursued under a competent teacher of band and orchestral instruments, including piano and voice. Monthly practice records and progress reports are submitted to the Music Department at year-end. **A minimum of five hours practice a week is mandatory.** Each registrant takes a performance exam at a scheduled time during Regents week. This course may not be used to satisfy the music/art requirement necessary for graduation.

7075  ADVANCED MUSICIANSHIP – AP MUSIC THEORY

1.00 Unit  PD/WK 05
AP EXAM REQUIRED
AP Examination fee required before November 1.
Offered in Grades 10, 11, 12
Prerequisite: Permission of Instructor – Foundations of Music or equivalent and piano keyboard knowledge and access.

This course provides an intensive, in-depth exploration of the literature and materials of music for students with prior musical training. Emphasis is placed on the elements of musical organization, expression and style. The changing concepts of melody, harmony, counterpoint and structure are explored through extensive examination of musical literature, notation and vocabulary with a focus on identification of characteristic styles. Ear training through sight-singing and melodic, rhythmic and harmonic dictation will be a large component of the course. As a college equivalency course, it prepares students for the Advanced Placement examination.
ART MAJOR SEQUENCE
5 credits required
Pre-requisite: Studio in Art (1 credit)

ART ELECTIVES
Students must take 4 additional credits in the following courses:

Computer Graphics
Studio in Drawing and Painting 1, 2, 3
Studio in Printmaking and Illustration
  Studio in Sculpture 1, 2, 3
  Studio in Clay 1, 2, 3
  Studio in Photography 1, 2
Pre-AP Studio in Art
Studio Art AP: Drawing Portfolio, Two-Dimensional Portfolio,
  Three-Dimensional Portfolio
  Art: Independent Study

6501  INTRO TO STUDIO IN ART (Fall, Spring) 0.50 Unit
PD/WK 05
Offered in grades 9, 10, 11, 12
Prerequisite: None

This semester course partially fulfills the ½ of unit of art and/or music required for graduation. In this course, students will develop an understanding of aesthetic judgements and apply them to works of art. They will also gain knowledge essential to producing works of visual art in several media.

6500  STUDIO IN ART 1.00 Unit
PD/WK 05
This is a required course for Art Majors and prerequisite for art electives.
Offered in Grades 9, 10, 11, 12
Prerequisite: None

Studio in Art is a full year comprehensive foundation course. Its aim is to promote four kinds of learning:
1. Learning to be aesthetically aware and sensitive to a broad range of visual forms.
2. Learning from works of art, or art criticism.
3. Learning about works of art, or art history.
4. Learning the skills, concepts and techniques of art making; to free the imagination, enhancing creativity; and to provide in depth study of the elements of art and principles of design.
6505  STUDIO IN DRAWING & PAINTING I
1.00 Unit PD/WK 05
Offered in Grades 10, 11, 12
Prerequisite: Studio in Art

This course introduces the fundamentals and materials of drawing and painting. While there is an emphasis on drawing and acrylic painting, students may also be introduced to watercolor and a wide variety of drawing and painting surfaces. Subject matter is varied including still life, portraits, figurative work, and abstraction.

6506  STUDIO IN DRAWING & PAINTING II
1.00 Unit PD/WK 05
Offered in Grades 11, 12
Prerequisite: Studio Drawing and Painting I

This course is designed to further the student’s accumulated visual experience with two-dimensional art works. Students will explore new and mixed media drawings and paintings, working from observation as well as imagination. Studies of composition, color theory, art history and contemporary art will be included.

6509  STUDIO IN DRAWING & PAINTING III
1.00 Unit PD/WK 05
Offered in Grades 11, 12
Prerequisite: Studio in Drawing and Painting II

This course is designed for students who have completed Drawing & Painting I and II and who wish to continue pursuing these disciplines on a higher level with more individualized projects.

6510  STUDIO IN PRINTMAKING & ILLUSTRATION
1.00 Unit PD/WK 05
Offered in Grade: 10, 11, 12
Prerequisite: Successful completion of Studio in Art.

This is a full year course where students will be introduced to and explore the fundamentals, diverse media and aesthetics, of real world applications of printmaking and illustration. Studies will include monotype, collagraph and reduction block printing, as well as comic, political and illustrations of nature. Students will acquire the ability to create a variety of printmaking and illustrative art-making techniques, with varying subject matter from observation to imagination, to the ultimate form of self-expression through creative processes which may include, but are not limited to, developing images on disparate surfaces.

6530  STUDIO IN SCULPTURE I
1.00 Unit PD/WK 05
Offered in Grades 10, 11, 12
Prerequisite: Studio in Art

Sculpture I is the introductory course into basic design principles and their application to three-dimensional form and processes in real space. Emphasis is placed on the concepts of modeling, carving and construction as well as the possibilities of more contemporary modes of expression. The exploration of diverse media for making a personal statement is equally emphasized. Studies in art history and contemporary artists (sculptors) will be included.
6531  STUDIO IN SCULPTURE II
1.00 Unit
Offered in Grades 11, 12
Prerequisite: Studio in Sculpture I

This course takes sculpture students to an intermediate level of working with additive, subtractive and constructed techniques using a variety of materials. Contemporary as well as traditional modes of thought in sculpture will be examined. Students will design more individualized projects. A continued study in the history of art and contemporary artists (sculptors) will be included.

6532  STUDIO IN SCULPTURE III
1.00 Unit
Offered in Grade 11, 12
Prerequisite: Studio in Sculpture II

The advanced sculpture student will develop a personal style through the development of an in-depth series of works on one theme culminating in a large-scale masterwork. Advanced studies in art history will be explored through books, internet research, publications and visits to art galleries.

6545  STUDIO IN CLAY I
1.00 Unit
Offered in Grades 10, 11, 12
Prerequisite: Studio in Art

The beginning ceramic student will focus on all aspects of ceramics, expanding their basic knowledge of clay as an art medium. Techniques of hand building pinch, coil, slab, drape molding, and throwing on the potter’s wheel will be learned. Art history of ceramics and contemporary artists will be studied.

6546  STUDIO IN CLAY II
1.00 Unit
Offered in Grades 10, 11, 12
Prerequisite: Studio in Clay I

The intermediate ceramic student will continue to develop skills in hand building, pinch, coil, slab, drape molding and throwing on the potter’s wheel. Refinement of form and larger pieces will be achieved. The student will experiment with different clay bodies and glazing techniques. Studies in contemporary ceramic artists will be explored through books, magazines, internet research, and visits to art galleries and museums.

6547  STUDIO IN CLAY III
1.00 Unit
Offered in Grades 10, 11, 12
Prerequisite: Studio in Clay II

The advanced student will further explore clay as an art medium developing skills in hand building pinch, coil, slab, drape molding, and throwing on the potter’s wheel working toward a professional level. There is a strong emphasis in creating a body of work, functionally or non-functionally. Glaze calculation will be learned and the student will experience loading and firing the kilns.

Dignity represents the courage, perseverance and wisdom of the Lakota and Dakota culture in South Dakota. My hope is that the sculpture might serve as a symbol of respect and promise for the future."

Dale Lambert, sculptor
6565  COMPUTER GRAPHICS I
1.00 Unit
PD/WK 05
Offered in Grades 10, 11, 12
Prerequisite: Full year of Studio in Art, Minimum Final Grade of 75 in Studio in Art

This is a one-year introductory course in the fundamentals of Graphic Design. This course integrates the elements of art learned in the Studio in Art pre-requisite class, while teaching students to create professional quality work through the design process. Students will be working on a PC platform and introduced to such graphic programs as Adobe Photoshop, Adobe Illustrator, and PowerPoint. The two primary objectives are:

1. Mastering the basic tools, key strokes of each program, and the latest technology in hardware, including use of the flatbed scanner, slide scanner, and digital camera, to manipulate and create images.

2. The investigation and understanding of the computer, which can be used as a tool and extension to more traditional means of creative expression such as drawing, painting, sculpture, and photography.

Students will also study the history of Graphic Design as an art form in regards to Fine Art, Commercial Art, Advertising, and Animation.

6566  COMPUTER GRAPHICS II
1.00 Unit
PD/WK 05
Offered in Grades 11, and 12
Prerequisite: Computer Graphics I

This course will further the design skills and techniques mastered and studied in Computer Graphics I. Programs used include Adobe Photoshop and Illustrator, QuarkXpress, and Flash Animation. Projects will be based and focused more heavily in the Adobe Illustrator program, while extending the design skill sets learned in Adobe Photoshop offered in the Graphics I course. This course is designed to introduce the illustrator programs and bridge the gap between the different Adobe software. Students will be using both traditional (hand-drawn) and non-traditional (computer generated) artwork to create new and original vector-based compositions of their own design.

6574  PRE-AP STUDIO IN ART
1.00 Unit
PD/WK 05
Offered in Grades 10, 11
Prerequisite: Studio in Art, at least one elective or PAVE Art and department Approval.

This course is designed to introduce students to the course requirements for AP Art. They will research strategies for possible concentrations and expand their portfolio of artwork. This course will consist of a series of studies designed to explore areas of artistic exploration and interest. Students will develop projects in various media based on their interest and skills in two-dimensional and three-dimensional media formats.

6575  AP STUDIO ART 2-D/ DRAWING
1.00 Unit
PD/WK 05
AP EXAM REQUIRED
AP Examination Fee Payment Required Before November 1
Offered in Grades 10, 11, 12
Prerequisite: Studio in Art, at least one elective or PAVE Art and department approval.

The Advanced Placement Studio Art course provides an opportunity for students with above average abilities in art to work on a college level while in high school and to possibly receive credit for their work in the college, university or art school of their choice. One of the requisites is to develop a comprehensive series of works based on an idea or theme.

The final portfolio of original two or three-dimensional works must conform to national specifications. The greater part of the portfolio submission must be presented in digital format.
**Drawing Portfolio**: The Drawing Portfolio is designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that can be addressed through a variety of means. Many works of painting, printmaking, and mixed media, as well as abstract, observational, and inventive works, may qualify. The range of marks used to make drawings, the arrangement of those marks, and the materials used to make the marks are endless.

**Two-Dimensional Portfolio**: This portfolio is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. The elements of design (line, shape, illusion of space, illusion of motion, pattern, texture, value and color) are like a palette of possibilities that artists use to express themselves. The principles of design help guide artists in making decisions about how to organize the elements on a picture plane in order to communicate content. These principles include unity, variety, balance, emphasis, rhythm, and proportion/scale. A variety of approaches to representation, abstraction, and expression may be part of the student’s portfolio. For this portfolio, students are asked to demonstrate proficiency in 2-D design using a variety of art forms. These could include, but are not limited to, graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, printmaking.

**6535 AP STUDIO ART (3-D)**
1.00 Unit
AP EXAM REQUIRED
Offered in Grades 11, 12
Prerequisite: Studio in Art, at least one elective or PAVE Art and department approval.

**Three-Dimensional Portfolio**: This portfolio is intended to address a broad interpretation of sculptural issues in depth and space. These may include mass, volume, form, plane, light, and texture. As they relate to the elements and principles of art and design, such elements and concepts may be articulated through additive, subtractive, and/or fabrication processes. A variety of approaches to representation, abstraction, and expression may be part of the student’s portfolio. These might include traditional sculpture, architectural models, apparel, ceramics, three-dimensional fiber arts or metal work, among others.

**6590 STUDIO IN PHOTOGRAPHY I**
1.00 Unit
Prerequisite: Full year of Studio in Art

A one-year introductory course in the fundamentals of photography. Objectives include:

1. Mastering the basic skills and techniques of black & white photography, including use of the camera, understanding film and light, and the technical processes of film development and printing.

2. Digital photography and computer manipulation of images.

3. The investigation and understanding of photography as an art form of creative expression and personal vision.

With these objectives as our guiding force, we will also study the history of photography, develop our use of criticism as a tool for deeper understanding, and explore the discipline of aesthetics as it relates to photography and art.
**6595  STUDIO IN PHOTOGRAPHY II**  
1.00 Unit  
PD/WK 05

Prerequisite: Full year of Studio in Art and Studio in Photography I.

A one-year course building on and refining the fundamentals of black and white and digital photography as covered in Studio in Photography I. The primary objective will be to continue our investigation and understanding of photography as an art form of creative expression and personal vision, with additional emphasis on the self-directed enquiry into more advanced camera use, film types and negative development, creative mastery of the printing process, alternative photographic techniques, and digital manipulation.

We will continue to study the history of photography, develop the use of criticism as a tool for deeper understanding and personal expression, and explore the discipline of aesthetics as it relates to photography and art.

**3651  AP ART HISTORY**  
1.00 Unit  
AP EXAM REQUIRED  
PD/WK 05

Prerequisite: Global History I and II

AP Art History is a chronological survey of artistic styles, artists, architecture, painting, and sculpture primarily of the western tradition with periodic introductions of non-western work from Africa, the Americas, Asia, the Near East, Oceanic and Islamic traditions. Since art is the reflection of the time, place, and people which produced it, the course is as much concerned with history as with art. In order to understand the similarities and differences that exist in our visual world, we will explore the symbolism, artistic processes and political, social, economic and scientific background of the artwork. Central to the course is the development of visual literacy, oral and written skills of comparative analysis, and the understanding of those works in historical and sociological context. This course requires a high degree of commitment and academic work as students should be engaged at the same level as a college level art history survey. Students who have done well in the history courses or studio arts are especially encouraged to enroll. Students may be granted college credit or placement for this course based upon their performance in the nationally administered exam which is required of all students.
The PAVE Program
(Performing And Visual Arts Education)

We “Pave” the way for our future Performing and Visual Artists by...

Preparing talented students to meet the demands necessary for their success, both academically and professionally by providing all with broader knowledge, scope, insight, and balance in a comprehensive program of creative and artistic works...

Acknowledging their heritage in the New Rochelle community through a curriculum which reflects and expresses this diversity...

Viewing themselves as an integral component in the creative process...

Empowering them to become leaders in the arts by developing their creativity, theatrical skills, self-esteem, respect, mind and body, and their role as artists in contemporary society...

PROGRAM REQUIREMENTS

1) In order to participate in PAVE you must file an application with the Music/Art office and pass an Audition/Interview. The requirements for each of the discipline areas for the audition are on the application.

2) As a PAVE Music major, you must enroll in a major school ensemble. All students enrolled in PAVE Band must take Concert or Symphonic Band; PAVE Orchestra students must take Huguenot or Symphonic Orchestra; or PAVE Vocal students must take Choraleers or Chorale.

3) As a PAVE Acting major, you must take Screenwriting and Filmmaking and Musical Theater.

4) As a PAVE Visual Arts major, you must take PAVE I, II and III Art along with Studio Art and two additional credits.

5) As a PAVE Dance major you must take Performance Dance.

6) All students accepted into the PAVE Program, must take a companion course in their Major sequence. The PAVE course will fulfill the required one credit of Arts for the Regents’ diploma.

7) Students must receive a minimum grade of 80 in PAVE and companion courses to remain in PAVE. Those who do not meet this requirement by the end of the year will not be promoted. Those on probation must meet this requirement by the first marking period or they will be dropped from the program.

8) Please see the PAVE Syllabi for further details.
This course will meet before school from 7:22 a.m. – 8:10 a.m. Students must audition for the PAVE Program. Once they have been accepted, they will join other students in their specific major area and will come together at the end of the year to perform. The four areas of artistic discipline are: visual arts, dance, theatre, and music (instrumental and vocal). You may see the PAVE PROGRAM SYLLABUS for a more detailed description of each major. The students are responsible for going on trips and attending guest artist workshops as well. They must also participate in a final presentation.

Completion of the course will earn the student one unit of credit required for the Regents diploma in Music and Art. The student must receive a minimum of an 80 in order to be promoted to PAVE II.

This course will meet daily before school from 7:22 a.m. – 8:10 a.m. and on alternate days (except dance, theater, and visual arts) for those students who take lifeguarding. Only those students will receive ½ credit for their classroom participation and ½ credit for their mandatory Independent Study (see Number 4 in Program requirements). You must successfully complete PAVE I in order to enter into PAVE II, unless accepted by a unanimous approval of the PAVE faculty. The student will take one Major. There will be no minor. Promotion to PAVE III is the same for PAVE II. The student must receive a minimum of an 80 in order to be promoted to PAVE III. Students must participate in a final presentation.

This course will meet daily before school from 7:22 a.m. – 8:10 a.m. and on alternate days (except dance, theater, and visual arts) for those students who take lifeguarding. Only those students will receive ½ credit for their classroom participation and ½ credit for their mandatory Independent Study (see Number 4 in Program requirements). You must successfully complete PAVE II in order to enter into PAVE III, unless accepted by a unanimous approval of the PAVE faculty. The student will take one Major. There will be no minor. Promotion to PAVE IV (in Band, Orchestra, Vocal, Acting, Dance) is the same for PAVE III. The student must receive a minimum of an 80 in order to be promoted to PAVE IV. Students must participate in a final presentation.
Upon successful completion of PAVE I, II and III, and daytime companion courses in their arts discipline, students can complete their required credits by taking any of the following courses in the respective disciplines, e.g. Acting students may take Acting courses; Music students, music courses; Art students, art courses, Dance students, dance courses:

**ACTING**
- Screenwriting & Film Making
- 20TH Century Musical Theater in America
- PAVE I

**MUSIC**
- Foundations of Music
- Advanced Musicianship
- 20TH Century Musical Theater in America
- PAVE IV

**ART**
- Drawing and Painting 1, 2, 3
- Clay 1, 2, 3
- Sculpture 1, 2, 3
- Print Making & Illustration
- Photography 1, 2
- Pre-AP Art
- AP Art History*
- AP Studio Art 2D, 3D
- Computer Graphics 1, 2

**DANCE***
- 20TH Century Musical Theater in America
- Performance Dance
- PAVE IV

*These courses are acceptable for either PAVE and/or Social Studies credit, but not both.
**Physical Education Dance cannot be used for PAVE credit. However, PAVE IV Dance may be taken as a ½ credit of Physical Education if the PAVE sequence has been fulfilled. The course meets every day.

Students may also continue to attend 7:22 am on an alternate day basis if their particular class is offered.

Upon successful completion of the proper 5 units of credit the students will receive a special Performing Arts Major seal on their diploma. It is the student’s responsibility to notify the PAVE office and their counselor of having successfully completed the proper requirements for this in a timely manner. You may pick up the PAVE graduation form from the PAVE office or get one from your teacher.
The conceptual framework governing instruction in Physical Education, is based upon SHAPE America's National Standards & Grade-Level Outcomes for K-12 Physical Education. A physically literate student has shown competence in the following standards:

**Standard 1:** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Please note:

1. Credit will be provided on the basis of .5 per year. Physical Education is required in all 4 years of High School; 2.00 credits are required for graduation.

2. Swimming is a requirement for graduation. Students will complete the swim requirement in 9th or 10th grade (P.E.8400) ; and, students will be required to complete six weeks of swimming in total.

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**8401 A.M. PHYSICAL EDUCATION**

Includes fitness education, individual and team sports, and lifetime skills.

**8400 NINTH & TENTH GRADE PHYSICAL EDUCATION**

All students in grades 9 through 10 will be assigned this block of activities: Team Sports, Fundamentals of Soccer, Volleyball, Basketball, Basic Aquatics, Principles of Exercise, Track & Field, Tennis and other lifetime activities.

**8409 LIFEGUARD TRAINING**

Elective course that prepares students for employment as a lifeguard. American Red Cross certificates earned are: Lifeguard Training, CPR/AED and First Aid. Options to earn advanced certificates such as Waterfront Lifeguard are available. Students must pass a pre-course swim test mandated by the ARC. The link below provides information on testing. There are fees for equipment and license processing. [http://www.uh.edu/recreation/aquatics/pdf/FactSheetLifeguard.pdf](http://www.uh.edu/recreation/aquatics/pdf/FactSheetLifeguard.pdf)
8407 ADAPTED PHYSICAL EDUCATION

Adapted Physical Education is a specifically designed program of developmental activities, games, sports, and psychomotor skills suited to the interest, capacities, and limitations of students with handicapping conditions who may not safely or successfully engage in unrestricted participation in the regular physical education program. Medical, emotional/social, and learning factors may require a student to participate in this program.

8410 ELEVENTH AND TWELFTH GRADE PHYSICAL EDUCATION

Students will participate in a wide variety of Lifetime Sports. These sports include, but are not limited to Golf, Tennis, Swimming, Aquatic Games, Badminton, Weight Training, Self-Defense, Archery, and Lifetime Fitness concepts.

8412 DANCE EDUCATION – I

This course features specialty work in a variety of dance forms such as: ballet, jazz, tap, Broadway choreography, multicultural, hip-hop, and social/folk. Students interested in this course will be able to develop their movements/dance skills which can range from beginner to advanced levels. Emphasis will be placed on movement, body alignment, spatial awareness, and individual creativity. Interdisciplinary activities may include Theater Workshop and other performance opportunities.

8414 DANCE II
Pre-requisite: Dance I

This course is a continuation of the 8412-Dance Education I within the classroom. Interdisciplinary activities may include Theatre Works and other performance opportunities. Acceptance into the course is through successful completion of Dance I and/or teacher recommendation.

8500 HEALTH EDUCATION

Health Education is a half-credit course required for graduation. The curriculum is comprehensive and skill based and designed to motivate students and help them maintain and improve their overall health, prevent disease, and reduce their health-related risk behaviors. Topics included are:

1. Mental and Emotional Health
2. Family and Social Health
3. Nutrition
4. Personal Health and Physical Activity
5. Alcohol, Tobacco and other Drugs
6. Communicable and Chronic Disease
7. Consumer Health
8. Environmental Health
9. Injury Prevention and Safety

Health Education is required by NYS. Home instruction and independent study are not an option to receive credit. NYS allows students to request an alternative curriculum regarding the transmission of sexually transmitted diseases ONLY. Requests for alternative curriculums must be directed to the District Chairperson for Health and Physical Education.
A.M. HEALTH EDUCATION

Health Education curriculum covering all conceptual areas as listed in the regular Health Education course.

SAFETY AWARENESS AND SURVIVAL SKILLS FOR THE COLLEGE BOUND SENIOR
Offered in Grade 12

Physical Education Elective that includes four segments that stress wellness concepts and managing a healthy life:
- Surviving the college process
- What to expect the freshman year at college
- American Red Cross Responding to Emergencies Skills
- NYS Driver improvement program
- Students earn ARC certificates and NYS certificate to reduce car insurance and points on a license.

YOGA AND PILATES
Offered in Grades 10th, 11th, and 12th

Yoga is a system of physical and mental exercises designed to balance and unite the mind and body. The philosophy of Yoga is that by balancing your body, you learn to focus better and thus improve your health and well-being. Pilates also emphasizes the balanced development of the body through core strength, flexibility, and awareness. The benefits are that the student becomes stronger, leaner and better able to do activities with ease and grace. All exercises are developed with modifications that can make a workout safe and challenging at any level. Proper nutrition will also be discussed throughout the semester.

PHYSICAL EDUCATION INDEPENDENT STUDY
Offered in Grades 11th and 12th Approval Required

An independent study may be granted to students in their sophomore, junior or senior year participating in an athletic team or activity that is NOT offered by the New Rochelle High School Physical Education Department or Interscholastic Athletic Program. These activities must be organized and supervised by an outside advisor as well as the Director of Health & Physical Education. Attending the local gym is not an option. Students will be using their nredlearn account and Google Classroom to complete assignments. Each application will be reviewed on an individual basis by the Director of Health & Physical Education.

ATHLETIC OPTION
Offered in Grades 11th and 12th

Varsity athletes who are in their junior or senior year are eligible to receive credit for physical education one quarter per season. Fall teams will receive first quarter credit, winter teams will receive second quarter credit, and spring teams will receive fourth quarter credit. Athletic option is not available for the third marking period. After teams are selected, varsity coaches will submit their rosters to the Director of Health & Physical Education who will then remove the student for only one quarter. Students are responsible to attend class at the beginning of the quarter until they are notified by their teacher they have been approved for athletic option. At the end of the marking period coaches will be required to submit grades to the Director of Health & Physical Education for each student athlete. Students will be placed back in their original class at the beginning of the following quarter and be required to attend their regularly scheduled PE class.

STUDENT LIFEGUARD

This section is for students who have completed 8409 (Lifeguarding) and passed the Lifeguard Training, CPR/AED and First Aid licensing. Students will receive credit for acting as a lifeguard during the regularly scheduled PE Swim class. Students must get approval to be placed in this course. See Mrs. Anderson for more details. To find out more about the fees, equipment and license processing for Lifeguard Training, CPR/AED and First Aid. http://www.uh.edu/recreation/aquatics/pdf/FactSheetLifeguard.pdf
8423  LIFETIME FITNESS  
Offered in Grades 11th and 12th

This course provides students with an overview of lifetime fitness. Students learn about a variety of physical activities, and do an in-depth study of kickboxing, yoga, pilates/barre, and fitness. Students learn guidelines of each unit and practice specific skills related to many of these physical activities. Students also learn the components of fitness, benefits of fitness, safety and technique, and good nutrition.

8427  BASKETBALL AM  
Offered in Grades 11th and 12th

This course for all levels including the pick up player who wants to have fun and take his game to the next level or the beginner who wants to try something new. The course will emphasize the fundamentals of basketball such as ball handling, shooting, passing and strategies that will increase the player’s court IQ. This class will be held during AM period only.

8411  FOOTBALL AM

This class is specifically designed to support football skills leading to Interscholastic game play. This class will meet in the AM. Students who participate in this class may also be members of the Football team. Students in this class are not eligible for athletic option.

8419  UNIFIED P.E.

This class serves the purpose of increasing athletic and leadership opportunities for students with and without intellectual disabilities. This is a unique opportunity for students with and without disabilities to come together through ongoing educational and physical activities, culminating in the Special Olympics. The Unified Physical Education course is structured around the national physical education standards and grade-level outcomes. Additionally, the class supports the development of leadership skills for all students as well as the empowerment of ALL students to foster an inclusive class and school-wide environment. Students in Unified Physical Education courses may have the opportunity to participate in competitions with other schools or attend Special Olympics events.

To learn more about Unified PE:

8426  ZUMBA FITNESS

This course will increase cardiovascular endurance and burn calories! Zumba is a fusion of international rhythms and easy to follow aerobic moves to create a one of a kind fitness program. Zumba routines utilize the principles of interval and resistance training to maximize fat burning and total body toning. Zumba achieves long term benefits while experiencing and absolute blast in the class by calorie burning, body-energizing movements. Scholars would be exposed to music and dance movements from around the world.
Each school district must provide programs designed to meet the particular needs of students whose educational disabilities interfere with their benefit from education. Disabilities are described according to the following categories: speech impaired, learning disabled, emotionally disturbed, other health impaired, intellectually disabled, multiply disabled, autistic, deaf hearing impaired, visually impaired, orthopedically impaired, traumatic brain injury or deaf and blind. If your child has a learning problem which is caused by one of these conditions, he/she may be eligible for special education.

Special Education Services are designed for students who have been classified as students with a disability by the Committee on Special Education (CSE). The CSE includes representatives of the Pupil Personnel staff and teachers from general and special education. The CSE has the responsibilities to review all evaluative data, determine the eligibility of a student for special education services, and plan an appropriate individualized educational program in consultation with parents and the student.

Special education instruction may include special education classes, content area classes, co-teaching classes, resource room, or consultant teacher services. The least restrictive setting is always considered first.

Please contact your child’s counselor if you feel that your child may have an educational disability which may require special education services.

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**Special Education Programs**

2201  FOUNDATIONS - Language Arts
2202  FOUNDATIONS - Mathematics
2203  FOUNDATIONS - Social Studies
2204  FOUNDATIONS - Science

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<thead>
<tr>
<th>Subject</th>
<th>Unit</th>
<th>Description</th>
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<td></td>
<td>1.00</td>
<td>Offered to ungraded students</td>
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The Foundations Program develops practical skills and academic skills students need in daily life and leads to a Skills and Achievement Commencement Credential for students who participate in the NYS Alternate Assessment Program.

The curriculum is adapted and modified for individual needs and parallels the Common Core Standards. Learning is strengthened by classroom and community experiences. The program’s structure allows multiple options to provide a basic exposure to technology, transitional planning and participation in community-based vocational programs, such as community-based Culinary Arts, Project SEARCH, an internship developed based on student ability and interest or BOCES. These are elective credits only.

2200  FOUNDATIONS READINGS

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<tr>
<th>Subject</th>
<th>Unit</th>
<th>Description</th>
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<tr>
<td></td>
<td>1.00</td>
<td>Offered to ungraded student, this course assists students with unique needs of basic reading skills utilizing Direct Instruction.</td>
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PD/WK 05
COMMUNITY-BASED CULINARY CAREERS

3.00 Unit
Offered in Grades: 11, 12

The community-based Culinary Arts class is a unique culinary arts program conducted in a professional kitchen in the community. Students receive instruction in basic employment and culinary skills, and well as career-related reading and math skills. This course helps satisfy the CDOS requirement.

PROJECT SEARCH

5.00 Unit
Offered in Grades: 12 (must be 18 or older)

Project SEARCH® is a nationally recognized, full-day high school transition program for students with disabilities between the ages of 18 and 21 that provides training and education with the goal of obtaining competitive employment. The program was developed at the Cincinnati Children’s Hospital in 1994. Project SEARCH® is a partnership between New Rochelle High School and Montefiore Medical Center. Together, we identify employment opportunities, provide training, and provide ongoing support to help students in the program work towards careers that utilize the skills sets taught. The goal of the program is for graduates to obtain and secure paid, permanent jobs. The cornerstone of Project SEARCH® is total immersion in the workplace. Five days a week, students report to Montefiore, learn employability and work-related academic skills in the classroom and develop job skills while participating in a variety of training experiences on-site at Montefiore Medical Center.

ACHIEVING CLASSROOM EXCELLENCE (ACE)

ACE is designed for students with moderate to severe disabilities, most notably in processing speed, memory, receptive and expressive language, listening comprehension, abstract reasoning and/or written expression. ACE classes provide students with skills and content knowledge consistent with the topics and skills required for graduation and leading to the different certificates and diplomas offered to high schools students in New York State. These courses also prepare students for post-secondary experiences by providing a comprehensive academic program that can be seamlessly integrated into a personalized work readiness experience in the school and/or the community. Students taking ACE classes may be recommended for higher level classes leading to a regular high school diploma and pursue a Career Development & Occupational Studies Credential (CDOS).

ENGLISH 1 A
ENGLISH 2A
MATH 1A
MATH 2A
HEALTH AND LIFE SCIENCES 1A
HEALTH AND LIFE SCIENCES 2A
GLOBAL STUDIES 1A
GLOBAL STUDIES 2A
ACE SKILLS 9
ACE SKILLS 10

RESOURCE ROOM

0.50 Unit
Offered in Grades 9, 10, 11, 12

Resource Room provides academic support instruction for students in general education classes. This is a direct service that includes modification of materials and instructional presentation to address specific weaknesses in reading, writing and math. Study skills and organizational and learning strategies are also presented. Consultation with mainstream teachers is provided. This is a pass/fail course that bears no academic credit.
This is a program that uses research-based multisensory strategies to teach small groups of students who have significant decoding and spelling weaknesses. Classes can be daily or every other day.

This course uses multiple approaches to reading instruction for students who have significant difficulty with comprehension, fluency, and written expression.

This course assists students in developing the skills necessary to meet the reading demands of content area courses. Students work on word roots, suffixes and prefixes and using context clues needed for technical reading in texts. Instruction in grammar and vocabulary helps students make sense of the complex sentences found in course readings and exams. Comprehension skills of finding the main idea, locating supporting details, making inferences and drawing conclusions will further students’ understanding of the texts they encounter in their courses. Students also practice writing in response to what they have read.

This course provides support for students enrolled in the Integrated Co-Teaching Program. Support is provided in the form of direct instruction in Study Skills, time management, vocabulary, instruction, and the re-teaching of material and concepts encountered in the general education courses. Academic Lab is generally provided for students enrolled in three or more Integrated Co-Teaching courses.

Study Support Seminar is designed for students who are pursuing a regular NYS high school diploma. It provides support for students who experience some difficulties in keeping pace with their academic classes. Direct instruction is provided to assist students in preparing for class tests, completing class projects, writing term. Students receive instruction on note taking, test taking, and organizational strategies, and will learn how to develop efficient study and time management skills. On-going consultation with teachers is provided. This is a pass/fail course.
2760 CONSULTANT TEACHER SERVICES
0.00 Unit PD/WK 0/1

Through consultation with general education teachers, this program provides assistance in adjusting the learning environment and/or modifying instructional methods to meet the individual needs of a student in general education classes who has a disability. Teacher consultation services are provided for a minimum of two hours weekly to the general education staff. This is an indirect service.

9932 CAREER DEVELOPMENT/INTERNSHIP
Up to 3 units PD/WK- various

Students participate in school-based businesses, internships, prevocational opportunities, school-based businesses, and work sites in NRHS and in the community as part of the requirement for meeting a Career Development and Occupational Studies (CDOS) Credential or Endorsement.

CORE CURRICULUM CLASSES
1.00 Unit PD/WK 05
Offered in Grades 9, 10, 11, 12

The program provides parallel general education curriculum consistent with the Common Core Curriculum and state mandates in Social Studies, Science, Mathematics and English. Students may participate in one or more departmental classes in the following curriculum areas up to 60% of the school day. Students are scheduled to take Regents Examinations at the conclusion of courses that end in a Regents Examination.

3245 English 1 CORE
3255 English 2 CORE
3256 English 3 CORE
3257 English 4 CORE
3629 Global History I CORE
3630 Global History II CORE
3755 American History CORE
4103 Topics in Geometry CORE
4530 Living Environment I CORE
4531 Living Environment 2 CORE
4539 Topics in Science CORE

3830 CONTEMPORARY AMERICAN SOCIETY
1.00 Unit PD/WK 05
Offered in Grades 12

This full-year course is an introduction to basic concepts and principles of Economics and Law and Government. Using varied approaches, this course focuses on current events to study American politics and economics. Topics include: supply and demand, personal financial planning, the stock market, the federal/state government in action, political parties and interest groups, civil and criminal law, and basic civil rights. Economic, social and political trends will be presented to help students make informed decisions as future voters. This course satisfies the state mandated requirement of Economics and Law and Government.
**4108  MATH LAB**
1.00 Unit
Offered in Grades 9, 10, 11, 12

Math Lab is a course for students who have not passed the Algebra Regents. Its purpose is to reinforce concepts and skills necessary to meet graduation requirements. Number Theory, Radicals, Pre-Algebra Review, Variables and Expressions, Algebraic Representations, Equations and Inequalities, Patterns, Functions and Relations, Trigonometry Functions, Geometry, Measurement, and Probability and Statistics are reviewed. This supplementary math class re-teaches and provides additional practice for students.

**THERAPEUTIC INTERVENTION PROGRAM**
1.00 Unit per subject area
Offered in Grades: 9, 10, 11, 12

3251  ENGLISH 1 T
3252  ENGLISH 2 T
3253  ENGLISH 3 T
3254  ENGLISH 4 T
4101  Algebra 1A CORE
4102  Algebra 1B CORE
3641  GLOBAL 1 T
3642  GLOBAL 2 T
3643  AMERICAN HISTORY & GOVERNMENT T
3644  CONTEMPORARY AMERICAN SOCIETY T
2404  SKILLS T

TIP offers credit-bearing special classes providing students with instruction in content areas leading to NYS Regents examinations. Students have average to above average cognitive ability with near grade level academic skills, but significant emotional or attention difficulties that interfere with the ability to profit from general education classes. The goal of the program is to increase students’ independence and self-management skills. Integrated counseling is provided.
INTRODUCTION TO CAREER AND TECHNICAL EDUCATION

The iCTE classes are offered in the AM session only.

Courses available at the Southern Westchester BOCES Center for Career Services offer practical, hands-on career training for students which can give them a head start in the job market. Introduction to Career and Technical Education courses are available in the following areas:

Auto Body & Detailing: Students learn an introduction to all aspects of the auto body industry such as base coat/clear coat, dent repair, sheet metal layout and basic welding. Students also gain some experience in detailing vehicles.

Auto Trades & Maintenance: Entry level repair and safety skills are learned and practiced to help students become employable in the automotive industry. Training areas include: Wheels and tires, lubrication, brakes, steering and suspension, engine tune-ups, electrical systems, and small engine repair. Resumes are prepared and higher level automotive classes are available for students who excel.

Baking, Food & Retail Services. This program allows students to explore many different facets of retail. Students will learn to create and package baked goods for sale, create floral arrangements and the basic skills necessary to work in retail services. These skills include: customer service, inventory, packaging, and organization.

General Maintenance Assistant. Students will be exposed to basic plumbing, electrical, carpentry, painting, sheet rocking, taping, tiling, cleaning & maintenance. Students will learn proper shop safety procedures, measuring, tool identification and usage while they gain the required social skills and collaboration to secure employment in the industry.

Office Skills & Occupations. This program prepares students for entry level office positions. Coursework includes instruction in the Microsoft office Suite, Business Simulations, filing, shredding, office machine operation, and Google Applications. Using live work in an office setting, students will be prepared for future employment as: Receptionists, copy clerks, general office clerks, file clerks and administrative assistants.

Fashion/Merchandising. Students in this program lean entry level skills linked to the exciting world of Fashion/Merchandising. Students will be exposed to retail math, sales, stock and inventory control, merchandising, color theory, customer service and elements of design.

ALTERNATIVE CAMPUS SCHOOL

The Alternative Campus High School is a part of New Rochelle High School which has been designed to provide approximately eighty students with a small supportive setting in which to pursue their high school diploma. The program provides students with small classes, personalized attention, academic supports, counseling supports, and a variety of instructional approaches in order to help each student achieve and experience success.

It is the mission of the Alternative Campus High School to assist secondary school students, who have experienced prior school difficulties, in developing social, emotional and academic growth in order to help them succeed in high school and prepare for their future educational and career goals.

Students interested in exploring a referral to the program, should first contact their guidance counselor or house principal. The Campus School program is located at 50 Washington Avenue, on the grounds that previously housed St. Gabriel School.
EXTENDED DAY SCHOOL PROGRAM

The Extended Day School is an educational alternative for students whose needs exceed or conflict with the traditional day school program. The Extended Day Program increases the number of resources available for all students. Students may now work and continue their education during the late afternoon and evening hours. Through this program, students who prematurely have left high school may resume their education in order to receive a regular high school diploma. Extended Day Courses, offered Monday through Thursday, meet for ninety minutes twice a week, either Mondays and Wednesdays or Tuesdays and Thursdays.

COURSE OFFERINGS:

ENGLISH:
- English 9, English 10, English 11 and English 12

SOCIAL STUDIES:
- Global Studies I, Global Studies II, American History, Consumer Economics and Legal Issues

SCIENCE:
- Living Environment 1and 2, Physical Science, Forensic Science and Health

MATH:
- Algebra A, Algebra B, Algebra 2 and Geometry

LANGUAGE:
- Spanish 1

VISUAL ARTS:
- Studio in Art

PHYSICAL EDUCATION

W.I.S.E. PROGRAM

5640 W.I.S.E.

The Westchester Individualized Senior Experience (W.I.S.E.) Program is an option offered to all New Rochelle High School seniors. The primary goal of W.I.S.E. is to help students make the transition to the adult world and to develop their independence, confidence and sense of responsibility. Many W.I.S.E. Seniors intern in positions that allow them the opportunity to pursue in-depth studies in a career-related field. Others work on creative, scientific, political or community service projects. All projects are student developed and faculty monitored.

Students are required to document their experiences and personal growth in a comprehensive journal and present the entire project to an evaluation panel consisting of staff, community members and peers. A final narrative evaluation, written by the student’s mentor, becomes a part of the student’s high school record.

VOLUNTEER SERVICE CREDIT PROGRAM

Students who are accepted to work in a volunteer service area during the school year (September through June) after school hours are eligible to apply for volunteer service credit. To qualify for such credit, the procedures listed below must be followed:

Students must complete the application and submit it to the Liaison for Student Activities for approval.

1. Students must be enrolled in a school approved volunteer service program and must be supervised by an administrator of that program.
2. The hours of service must be recorded daily, tallied and verified by the supervisor at the end of each week. Hours will be credited only if service is of the quality required by the supervisor.
3. All time logs must be submitted to the Liaison for Student Activities before credit can be certified.

Students will receive .5 units of credit for each 120 hours of approved volunteer service with a maximum of one credit per school year and a maximum of three credits for grades nine through twelve.