

# **Advanced Placement/College Course Booklet**

**2018 - 2019**

# Advanced Placement and College Level Course Offerings by Department for 2018/19

## **Mathematics:**

AP Calculus AB  
AP Calculus BC  
AP Statistics

## **English:**

AP English Language and Composition  
AP English Literature & Composition  
Presentational Speaking (SUPA)\*  
Practices of Academic Writing (SUPA)

## **Art:**

AP Studio Art  
AP Art History

## **Technology:**

AP Computer Science

## **Science:**

AP Biology  
AP Environmental Science  
AP Physics I  
AP Physics II  
AP Chemistry

Environmental Science (SUNY)\*\*  
Forensic Science (SUNY)\*\*  
Science Research (SUNY)\*\*

## **Social Studies:**

AP European History  
AP World History  
AP US History  
AP US Government  
Psychology (SUPA/ AP)\*  
Criminal Justice (SUNY)

## **World Languages:**

Spanish Language AP  
Intermediate Spanish (SUPA)\*  
Intermediate French (SUPA)\*  
Italian (SUPA)\*

\* SUPA = Syracuse University Project Advance

\*\* SUNY = State University of New York

**Open Access Does Not Apply to Dual Enrollment Courses (SUNY,SUPA)**

# Course Descriptions in Art

## **ADVANCED PLACEMENT ART HISTORY**

**1 Credit**

**Prerequisite: none**

**Grades 10, 11, 12**

*Advanced Placement Art History* is a college level course that explores such topics as the nature of art, its uses, its meanings, art making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters an in-depth and holistic understanding of the history of art from a global perspective. Students learn to apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, including 2-dimensional media, 3-dimensional media, and architecture. Students will construct understanding of individual works and interconnections of art-making processes and products throughout history.

No prior exposure to art or art history is required. Students who have been successful in humanities courses, such as history and literature, or in studio art courses are especially encouraged to enroll since those experiences will likely support and enrich the context of the art history course. Students are responsible for a weekly written response to a work of art, nightly reading, two research papers/projects, and unit exams. All students will take the College Board Advanced Placement Art History exam in May.

The rigorous requirements for this course are as follows:

- 20-30 pages nightly reading of textbooks and supplemental materials
- Journal entries for each unit of study and weekly written analyses of art
- Regular quizzes, exams, homework assignments and class discussions
- Monthly online discussions and 2-3 museum visits

In this class, the overarching essential question is “What is art and why does it matter?” In the challenging quest to answer these questions, high school students will be stimulated, intrigued, mystified and inspired-- all the ingredients for an exciting learning experience.

## **ADVANCED ART/ADVANCED PLACEMENT STUDIO ART (APSA)**

**1 Credit**

**Prerequisite: Studio in Art and Studio in Drawing and Painting**

This class may be taken as a 1 or 2 year plan of study. Advanced Placement Studio Art/Advanced Art enables the highly motivated student to perform at college level and receive college credit while still in high school. The APSA program is a portfolio based exam rather than a written exam. APSA is designed for students who are seriously interested in producing a wide variety of 2-D art. AP portfolio work can include any combination of traditional drawings, paintings, collages, mixed media, digital images and/or photography. In addition to regular class time, students will need to work extra or independently to complete their portfolio requirements. Class trips to galleries and/or museums will be planned during the school year to broaden the student's creation and connection to the arts. Assessment for the AP program is portfolio based using criteria from the AP College Board for Both Advanced Art and APSA. Students use a national standard for analyzing, evaluating and assessing their art work. Please know the demands and expectations for students are more challenging than a typical high school art class. Portfolio work must reflect first year college-level standards. It is highly recommended that students who are interested in AP Studio Art take Advanced Art (pre AP) and AP Studio Art to begin the two year portfolio process. All students must complete requirements for the AP Studio Art Portfolio.

- AP Studio Art “test” is the student's portfolio, rather than a written exam.
- Students must have 24 original portfolio pieces by end of course.
- 12 pieces must demonstrate skill and mastery of materials.
- 12 pieces must be unified thematically, in addition to demonstrating skill.

- 5 final pieces must represent the highest level of accomplishment by the student.
- In order to complete this volume of work, students must complete:
  - o summer projects
  - o monthly class work
  - o homework assignments
- Students must record daily progress and challenges in art journal.
- Students must keep sketchbook that demonstrates ongoing creative thinking.

## Course Descriptions in English

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

**1 Credit**

This course is designed for highly motivated juniors of superior ability who love reading and writing in a variety of forms. It is the equivalent of a freshman college course in composition. Students will learn to understand complex texts and write with sophistication, maturity, and an awareness of audience and purpose. They will carefully read primary and secondary sources and synthesize that material into their own pieces. Students will study American literature – both fiction and non-fiction, poetry and prose – to understand the rhetorical and linguistic choices authors make and apply these in their own compositions. Students take the state mandated Regents Examination in English Language Arts (Common Core) in June. All students must also take the College Board Advanced Placement Examination in English Language and Composition in May. A special reading assignment is given for the summer prior to the course. This course will prepare students for portions of the SAT Subject Test exam in Literature.

Link to College Board for AP Language: <https://apstudent.collegeboard.org/apcourse/ap-english-language-and-composition>

- As compared to a Regents-level class, the AP course requires students to take more responsibility to organize and pace themselves.
- Challenging literary works are often read independently prior to classroom study, and assignments are typically long term.
- Students are required to demonstrate critical thinking and a consistent commitment to excellence.
- Students will complete a great deal of writing, with a particular focus on the rhetorical analysis essay, argumentative writing, and synthesis.
- Incoming 11th grade AP English students complete a special summer reading assignment, reading one book from a special nonfiction list, two books from a designated AP list, and a fourth book of their choice.
- The AP Language Exam, which students take in May, consists of a series of non-fiction prose passages which they must read critically so as to answer multiple choice questions. Students also write essays analyzing passages, synthesizing information from multiple sources, and responding to prompts using their own argumentative powers.

### **ADVANCED PLACEMENT (AP) ENGLISH LITERATURE AND COMPOSITION**

**1 Credit**

This course is designed for highly motivated seniors of superior ability who love literature. The course is the equivalent of a freshman college course in English composition and literature. Its specific objectives are to develop an emotional as well as intellectual response to many kinds of literature; to learn the basic techniques which the best writers have used to communicate their ideas and emotions; and to develop skills in literary interpretation, writing, speaking, and collaborative learning. Emphasis is on close reading of texts rather than on surveying a body of literature. All students must take the College Board Advanced Placement Examination in English Literature and Composition in May. College-level papers are required throughout the course. A special reading assignment is given for the summer prior to the course. Students will also

complete a senior project after the AP exam in May. Link to College Board for AP Literature: <https://apstudent.collegeboard.org/apcourse/ap-english-literature-andcomposition>

- Students in this course will write extensively about literature, refining their ability to form logical, interpretive arguments.
- Students will complete a major writing project in which they, outside of class, read three novels by an author and study pertinent historical and biographical background information in order to prepare a careful analysis and explication of his or her work.
- Incoming 12th grade AP English students must complete a special summer reading assignment, reading four books from the AP list and one other challenging book from any of the lists for a total of five.
- The AP Literature Exam, given in May, consists of a series of poetry and prose passages which students must read critically so as to answer multiple choice questions and write essays. Students also answer an “open” essay question in which they use a work they have read that year to discuss a theme.

## ***Full-year Course Offerings for Seniors (Grade 12 only):***

### **SUPA: WRT 105: PRACTICES OF ACADEMIC WRITING**

**1 Credit**

This SUPA (Syracuse University Project Advance) course will foster a community of writers who have the specific purpose of developing as critical readers, writers, and thinkers. Students explore strategies of critical academic writing in various genres, including analysis, argument, and researched writing. Students learn to develop ideas through the choices they make as writers—from invention to making and supporting claims to sentence-level editing to designing finished print and digital texts. This college-level course challenges students to understand that effective communication requires people to be aware of the complex factors that shape every rhetorical context. Through this course, students will discover how their work as writers extends beyond the immediate requirements of the classroom and prepares them for effective engagement with issues in the workplace, local community, and global society. Students will engage in research, utilize and evaluate various resources and synthesize and apply research in accordance with citation, genre conventions and ethical standards. Students will practice a range of revision strategies appropriate to various writing situations. This course will include fiction and non-fiction readings and will fulfill the full-year English 12 requirement. Students who successfully complete the course are entitled to a Syracuse University transcript recording 3 credits earned. Students are advised that this is a college level class with appropriately rigorous expectations including college-level papers and summer reading. The approximate cost for this class is \$336.00. Students will also complete a senior project throughout the year in this course.

### **SUPA: CRS 325: PRESENTATIONAL SPEAKING**

**1 Credit**

Oral communication skills are essential to success in school, in business, and in life. This SUPA (Syracuse University Project Advance) course will improve your public speaking skills so that you are better prepared for college and your future career. CRS 325 presents the conceptual and practical dimensions of formal presentations in organizational settings. It is designed to build a solid understanding of the fundamentals of public presentations, as well as the ability to employ those skills flexibly so that a speaker can adjust selected topics and tactics to specific audiences. This course will include fiction and non-fiction readings and fulfills the full-year English 12 requirement. Students who successfully complete the course are entitled to a Syracuse University transcript recording 3 credits earned. While there is no formal entrance criteria, students are advised that this is a college level class with appropriately rigorous expectations. The approximate cost for the class is \$336.00. Students will also complete a senior project throughout the year in this course.

# Course Descriptions in Math

## AP STATISTICS

1 Credit

**Prerequisite: Geometry**

**Co-requisite: Algebra 2 or upper level math**

This full year course is equivalent to a first semester college level introductory statistics course. Topics include: Exploring Univariate Data; Correlation and Linear Regression; Modeling Non-linear Data; Categorical Data Distributions; Sampling Techniques; Experimental Design; Introduction to Simulation; Probability; Random Variables; Binomial and Geometric Distributions; Confidence Intervals; Significance Tests for Means; Proportions and Categorical Distributions (Chi-Squared Test); and Inference for Regression. **Students are required to have TI-83+ or TI-84+ graphing calculator.**

***\*Students enrolled in this class MUST sit for the AP Exam in May.\****

- Students will be engaged in reading and interpreting of technical text, applying statistical theorems & analyzing data.
- Classes are combination of lecture, discussion and lab work.
- Students take approximately 4 exams each quarter, in addition to graded assignments, nightly homework & lab activities.
- Approximately 4-5 hours of homework each week. This includes independent reading of the text.
- Students must have strong individual work ethic, ability to engage in math discourse and the desire to delve deeply into math concepts.
- AP Exam: 35 multiple choice questions, 5 extended response questions and 1 investigative task, which is nearly all writing.
- After the AP exam, students must create his/her own experiment and perform a statistical analysis on the resulting data. This project serves as their final exam grade.
- A summer assignment must be completed prior to beginning the Statistics class.

## AP CALCULUS AB & BC

1 Credit

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

This full-year course is the equivalent to a first semester college course in calculus and is the culmination of a rigorous mathematics course of study at the high school level. The course continues with the notion of limit behavior and its applications, specifically, rates of change and areas under curves. The fundamental understanding of these concepts will assist in the understanding of the derivative and the integral. Emphasis throughout will be more on the approach to modeling, analyzing, and solving problems, rather than the ability to manipulate or memorize. In this course, students will focus on being able to interpret and verify conclusions graphically, numerically and verbally.

**Students are required to have a TI-83+ or TI-84+ graphing calculator.**

***\*Students enrolled in this class MUST sit for the AP Exam in May.\****

**Calculus BC** is an extension of Calculus AB and includes all the Calculus AB topics in addition to: integration by parts and improper integrals, analyzing parametric, polar, and vector functions as well as calculating derivatives and integrals (areas between curves) for each type and polynomial approximations using series (Maclaurin and Taylor). Technology will be used extensively throughout both courses. Calculus BC is dependent on enrollment.

**Students are required to have a TI-83+ or TI-84+ graphing calculator.**

***\*Students enrolled in these classes MUST sit for the AP Exam in May.\****

- These courses are the equivalent of approximately 1- 2 semesters of college Calculus.
- Students will take approximately 3 comprehensive unit exams and 3 quizzes during each quarter.

- Students are expected to have strong time management skills, as long-range AP problem sets will be given several times during each quarter, and a student will be responsible for completing the assignments at his/her own pace.
- Several hours each week will be spent on homework and problem set completion in addition to other classroom preparation.
- Students in these courses should possess strong individual work ethic, a passion for mathematics and superior math skills.
- After the AP exam students in both courses will work in conjunction with one another on a collaborative project consisting of a paper and presentation. This project serves as the students' final exam grade.
- A summer assignment must be completed prior to beginning the Calculus AB and BC classes.

**\*\*Please note that students taking the AB and BC Calculus classes take the same pre-requisite Pre-Calculus course\*\***

## Course Descriptions in Science

### **ADVANCED PLACEMENT/COLLEGE LEVEL COURSE DESCRIPTIONS**

Students should have completed at least three Regents Level Sciences. Juniors interested in taking AP courses may do so in conjunction with Physics. Some seniors may opt to take two science AP electives. It is strongly recommended that interested students should speak to a school counselor, a science teacher, and their parents before they enroll in any advanced placement course. As with all college courses, the student is expected to have a mastery level understanding of the basic Regents courses. These courses vary in difficulty level and the science department strongly encourages your participation in at least one AP course. The curriculum for all AP Science Courses follows guidelines established by the AP College Board. ([www.collegeboard.com](http://www.collegeboard.com)). SAT subject area test can be taken after the appropriate subject area AP.

### **AP PHYSICS 1 & AP PHYSICS 2**

The Advanced Placement Physics I and II courses will provide willing and academically prepared students a sequential systemic introduction to the main principles of college-level physics and emphasizes the development of problem solving ability and reasoning skills. For both courses, it is assumed that the student is familiar with algebra and trigonometry; calculus is seldom used, although some theoretical developments may use basic concepts of calculus. Focusing on these skills allows for the application of principles and use of scientific inquiry to promote a more engaging and rigorous experience for AP Physics students.

### **AP PHYSICS 1: ALGEBRA BASED**

**Prerequisite: Algebra 1, Geometry, Algebra 2, Chemistry Regents**

AP Physics 1 is a yearlong introductory course equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. The AP Physics 1 exam will be taken in May.

- This class requires completion of a lengthy summer assignment which is used to review basic physics concepts and advanced math skills. The summer assignment is available in mid-June and needs to be completed before the start of school.
- Students need to complete math intensive problem sets for homework at least three times weekly.
- Students need to complete labs and major lab write-ups about once every two weeks.
- Following the AP exam, students need to refocus for a brief but intense review of concepts specific to the NYS regents.

## **AP PHYSICS 2: ALGEBRA BASED**

**Prerequisite: AP Physics I**

AP Physics 2 is a yearlong course equivalent to a second-semester college course in algebra-based physics. This course will serve as a continuation of AP Physics 1 focusing on electricity & magnetism and modern physics components. More lab activities and the inclusion of additional topics such as thermodynamics and fluid dynamics. Students must take the AP Physics 2 exam in May 2017.

- This class requires satisfactory completion of AP Physics 1; all students who complete I course are encouraged to enroll in II.
- Enrollment in the course requires completion of a rigorous summer assignment which must be completed before September 1st. This assignment will be more advanced but will have a similar structure to the first one.
- AP Physics II reviews some of the more abstract aspects of physics such as electromagnetic fields and this abstraction is challenging for some students.
- Students will have 3 weekly problem sets and bi-weekly lab reports.
- Following the AP exam, students will be asked to help struggling science students from other classes.

## **AP ENVIRONMENTAL SCIENCE**

**1 Credit**

**Prerequisite: Living Environment, Chemistry, Algebra & Geometry Regents, Regents level math.**

The AP Environmental Science course is an interdisciplinary experience which embraces a wide variety of topics from different areas of environmental study. This exciting course is for students interested in gaining an understanding of the scientific principles underlying the Earth's natural ecosystems and the implications of human impact on these ecosystems. This course includes a strong laboratory and field investigation component. Students learn about the environment through first hand observation. These diverse experiments provide students with important and enjoyable opportunities to test concepts and principles that are introduced in the classroom. Students acquire skills in techniques such as water sample analysis, investigating global temperature changes, and human population dynamics through data analysis. All students must sit for the AP Exam in May.

- Completion of a summer assignment with both reading and a problem set is required.
- This class involves significant outdoor fieldwork and analysis which will include completing a live invertebrate survey and collecting water samples.
- Up to 50% of the class is based on lab-work and lab reports.
- Students need to read widely about current events related to environmental science outside of class and be prepared to discuss topical issues.
- Each night students need to read the textbook and outline its contents independently.

## **AP BIOLOGY**

**1 Credit**

**Prerequisite: Successful completion of Living Environment, Physical Setting: Chemistry, 2 years Regents level math**

The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The ongoing information explosion in biology makes these goals even more challenging. Primary emphasis in an Advanced Placement Biology course should be on developing an understanding of concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. All students must sit for the AP Exam



in May. This course will prepare students for portions of the SAT Subject test exam in Biology.

- The curriculum requires independent reading of a dense textbook at a rate of one to two chapters/week.
- Weekly problem sets, frequent quizzes/tests and periodic lab reports need to be completed.
- A lengthy summer reading assignment followed by a problem set needs to be completed before September.

### **AP CHEMISTRY**

**1 Credit**

**Prerequisite: Successful completion of Living Environment, Chemistry & Physics\*, 2 years Regents level math\*\***

AP Chemistry is a yearlong course equivalent to a college level general chemistry class. Students in such a course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. The importance of the theoretical aspects of chemistry has brought about an increasing emphasis on these aspects of the content of general chemistry courses. Topics such as the structure matter, kinetic theory of gases, chemical equilibria, chemical kinetics and the basic concepts of thermodynamics are now being presented in considerable depth. All students must sit for the AP Exam in May. The students will be prepared to take the SAT Chemistry subject test at the end of this course.

\*may be taken concurrently with Physics

\*\*may be taken concurrently with Pre-Calculus Honors

- Students must complete a summer review assignment which includes lengthy reading and intensive problem sets.
- Nightly suggested problem sets which include a minimum number of problems to be completed and also a much harder set of problems required to achieve excellence.
- Students must make an independent assessment of what portions of each chapter requires additional work for them.

### **SCIENCE RESEARCH PROGRAM (affiliated with the University at Albany - SUNY)**

Science Research is a four-year program in which students investigate an area of science and perform original research projects with qualified scientists. This program offers a unique opportunity for students allowing them to work at the forefront of discovery. Students are able to conduct investigations in all areas of the biological, chemical, physical, and social sciences. Students work side-by-side with researchers at college, university and medical school laboratories attempting to solve some of the most perplexing problems society faces today. In the process, students develop many academic and personal skills that will be of lifelong benefit. The culmination of their work is a scientific research paper. This paper is entered into the Siemens, Intel Science Talent Search, as well as other science competitions determined by grade level. Students are expected to actively participate in and organize the Annual Science Research Symposium during which they will present their work and coordinate the publication of the Pelham Science Research Journal. **Students can earn up to 12 college credits – starting the summer entering junior year. The cost for each SUNY Albany course is approximately \$150.**

**Attendance at the Science Competitions and Symposium are MANDATORY**

## **Science Research I**

**1 Credit (Freshmen Only)**

**Prerequisite: Summer Assignment**

This is the first course in a four-year sequence that creates the foundation necessary for students to be successful in their future research experience. Working both individually and in small groups, students engage in the scientific method through a variety of short and long term science experiments. Students learn the basics of journal article comprehension, writing research papers, statistical analysis and public speaking. As freshmen, students work in our Biotechnology Lab, where they demonstrate various skills they learn about in their Living Environment classes, such as DNA amplifications via Polymerase Chain Reaction, Restriction Enzyme Analysis, Bacterial Transformations, and Culture and Identification of Bacteria. Students also learn how to prepare reagents, perform sterile techniques, and run and maintain a biotechnology laboratory.

- Students need to participate in middle school science fair and research symposium at the end of 8<sup>th</sup> grade
- Summer assignment is provided in June online and must be completed before September
- Grading is based on the achievement of a series of defined benchmarks related to completion of contained science research tasks.
- The work is largely independent with oversight provided by the teacher.
- This course sequence involves a significant amount of independent work during the summers starting

## **Science Research II**

**1 Credit (Sophomores Only)**

**Prerequisite: Science Research I**

Students are given the opportunity and supported in conducting research in various STEM fields: science, technology, engineering, and mathematics. Once a significant amount of background research is performed and a strong sense of understanding is gained, the student contacts a research scientist within their field of interest. The initial stages of their research experience commences during the spring and summer. Students also participate in multiple competitions as they prepare for junior and senior year.

- Students must find and complete summer internship of 25 hrs/week
- Design of a research plan and power-point presentation during the year.
- Students must maintain a daily log of progress.

## **Science Research III & IV**

**1 Credit (Juniors and Seniors Only)**

**Prerequisite: Science Research II/III**

Through collaboration with their mentors and research director, juniors and seniors further design and conduct authentic science research. All steps in the student's progress are carefully and systematically monitored to assure that students engage in each phase of scientific research and have completed the requirements of the program. Attendance and participation in the Regional Intel ISEF competition which may fall on the same day as the March SAT is mandatory. Students are required to finalize the writing of their scientific research paper and potentially publish their paper. Papers must be entered into all available science competitions (Intel STS,

SIEMENS, Intel ISEF (WESEF), and JSHS.) The findings of these papers will be presented to the class, school district, and at regional and statewide symposia.

- Students meet or correspond with mentor and teacher weekly to define progress.
- They must design and present a research plan and begin to implement it with complete lab notebook records and a formal binder.
- They must read 5-10 journal articles related to their field of study to help deepen knowledge.
- Students must participate in competitions and complete the forms required.
- Summer lab work should equal at least 25 hours per week.

**FORENSIC SCIENCE w/Lab (SUNY)**  
**1 credit (4 college credits)**  
**\*Seniors only**

**Prerequisite: Completion of Living Environment and Chemistry Regents**

Forensic Science is an introductory college level course offered by the Pelham science department in cooperation with the Chemistry department at Westchester Community College (WCC). Students who enroll in this course must pay the WCC discounted tuition rate (\$250/course), which is 1/3 of the college's standard tuition charge. Once the student successfully completes the course he/she is entitled to a SUNY transcript of the credits earned. The course includes lectures, laboratory, simulation activities and projects on a variety of forensic science content areas. The areas include performing forensic autopsies, entomology, traumatic death analysis, forensic toxicology and poisonings, identification of remains through teeth and bones, scattered remains recovery, crime scene investigations for outdoor and indoor scenes, blood spatter analysis, latent fingerprints, interviewing witnesses and interrogation techniques, forensic psychology and criminal profiling of serial killers.

- Students need to complete a final graded project
- 50% of the course grade is project or lab based activities which require a graded report.
- Outside reading and writing related to forensic science is also required.

## Course Descriptions in Social Studies

**WORLD HISTORY AP**  
**1 Credit**

**Grade 10 only**  
**Prerequisite: Global History & Geography I**

This is a challenging, college-level history course that seeks to help students understand the larger patterns of human history from roughly 8000 B.C.E. to the present day. AP World History focuses less on individual nations or regions and instead focuses on patterns of interaction and shared experiences between societies. For example, the course concentrates both on how peoples of the world came together at significant places and times as well as how different groups of people shared and developed processes that might not have included direct interaction. Themes are explored in order to better see large-scale patterns throughout the course. Summer reading is suggested prior to entry into the class. All students sit for the AP Examination in May and the Global Regents examination in June. This course will prepare students for portions of the SAT Subject test in World History. Requirements include: essay and objective exams, class participation and discussion, at least two research papers, various learning projects, and textbook/supplemental readings. Link to New York State curriculum: <https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

Link to College Board for AP World History: <https://apstudent.collegeboard.org/apcourse/ap-world-history>

**UNITED STATES HISTORY AP**  
**1 Credit**

**Prerequisite: Global History and Geography I & II**

This college-level course provides students with the analytical skills and factual knowledge to deal critically

with United States history and makes the same demands on them as a full year introductory college course. Students will learn to assess historical materials, their relevance to a given problem, and their reliability and importance. Students will learn to weigh the evidence and interpretations presented in historical scholarship. The course will help students develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Extensive reading and writing are required. All students take the AP examination in May and sit for the Regents Exam in June. This course will prepare students for portions of the SAT Subject test in US History. Students taking this course will participate in a Political Process seminar which will satisfy the ½ credit Participation in Government graduation requirement. Summer reading and writing is suggested prior to entry into the class. Requirements include: frequent research projects, learning activities, class participation and discussion, essay and objective tests, and college textbook/supplemental readings.

Link to New York State curriculum: <https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

Link to College Board course description:

<https://apstudent.collegeboard.org/apcourse/ap-united-states-history>

**U.S. GOVERNMENT & POLITICS AP**  
**1 Credit (full-year course)**

**Prerequisite: U.S. History & Government**

The AP United States Government and Politics course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. AP United States Government and Politics fulfills the ½ credit Participation in Government requirement as outlined by the New York State Department of Education. Topics of study include: constitutional underpinnings of U.S. government, political beliefs and behaviors, political parties, interest groups, and mass media, institutions of national government: the congress, the presidency, the bureaucracy, the federal courts, public policy, civil rights and civil liberties, the philosophical foundations of the rights and responsibilities of being a citizen, how United States citizenship compares with the policies of other governments, and how students can exercise their rights and responsibilities. Requirements include: class participation and discussion, essay and objective exams, research/learning projects, and college textbook and supplemental readings. All students must sit for the AP exam in May.

Link to College Board course description: <https://apstudent.collegeboard.org/apcourse/ap-united-states-government-and-politics>

**CRIMINAL JUSTICE (CJ101)**  
**1/2 Credit (semester course)**  
**SUNY Westchester (Fee to SUNY)**

**Prerequisite: U.S. History & Government**

The purpose of this college-level semester course is to increase students' understanding of their own role as participants in constitutional democracy, including a commitment to exercising their responsibilities, privileges and rights as citizens. Through the analysis of important criminal justice public policy issues, students will gain knowledge and competency in problem solving and decision-making skills. The course will include an overview of the Criminal Justice System which includes models of criminal justice and the US Patriots Act of 2001, the crime picture with regard to statistical data, victimology, and emerging crime patterns and trends, causes of crime which includes the historical as well and emerging theories of crime causation, emergence of criminal law as a form of social control, American policing, police administration, the American Court System, criminal sentencing, Probation and Parole as a form of community corrections, Prisons, Prison life and Juvenile delinquency. This is a college level class through SUNY Westchester and enrolled students are required to pay a reduced tuition of \$179.00 to SUNY. Upon successful completion of the course students will receive three credits from SUNY Westchester. Requirements include: class participation and discussion, essay and objective exams, research/learning projects and textbook/supplemental readings. This course fulfills the N.Y. State Participation in Government requirement.

Link to SUNY Westchester: <http://www.sunywcc.edu/academics/office-of-high-school-partnerships/ece/>

**EUROPEAN HISTORY AP**  
**1 Credit**

**Prerequisite: U.S History & Government**

The content of this course is a college-level survey of Modern European History (1450 - present). Emphasis is placed upon development of skills essential to the historian: critical reading of primary and secondary sources, analytical writing, and research skills. All students will take the Advanced Placement examination in European History in May. Summer reading is suggested prior to entry into the class. Requirements include: participation in class discussion, comprehensive essay and objective unit tests, a major research project completed during the first semester, periodic group presentations, college textbook/supplemental readings and various other learning projects. Students taking this course will participate in an Economics Seminar satisfying the graduation requirement of Economics.

Link to College Board course description:

<https://apstudent.collegeboard.org/apcourse/ap-european-history>

**SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA)/AP PSYCHOLOGY**  
**PSYCHOLOGY 205 FOUNDATIONS OF HUMAN BEHAVIOR**  
**1 Credit (Fee to Syracuse University)**

**Grade 12 only**

SUPA/AP Psychology is an introductory college level course offered by the Pelham Social Studies department in cooperation with the Psychology Department at Syracuse University and the College Board. Students who enroll in the course must pay Syracuse University a discounted tuition rate of \$336.00. Criteria for admission into the class include an overall high school GPA of a B (85%) and teacher/supervisor recommendation based on work ethic and skills. Once a student successfully completes the course he/she is entitled to a regular Syracuse University transcript recording credits earned. All students must sit for the AP Psychology exam in May. SUPA/AP Psychology provides instruction in the fundamental topics in psychology such as learning, memory,

cognition, development, personality, emotion, motivation, intelligence, and social psychology. Students will become acquainted with psychological research methods and procedures. In addition, current topics, events, real life experiences, and applications of psychological theories and research are included in the curriculum. Requirements include: class participation and discussion, essay and objective exams, research/learning projects and college textbook and supplemental readings.

Link to the SUPA course description: <http://supa.syr.edu/> .

Link to College Board for AP Psychology: [http://www.collegeboard.com/student/testing/ap/sub\\_psych.html](http://www.collegeboard.com/student/testing/ap/sub_psych.html)

**Social Studies Advanced Placement/Dual Enrollment Courses**

- The primary teaching methods for all AP/SUPA courses are lecture, discussion, and document work.
- Students are expected to demonstrate evidence of daily preparation for class by participating in discussion and reading twenty or more pages for homework per night.
- Major research papers are completed in all five AP classes with numerous check ins. Research papers range in length from 5-15 pages by senior year.
- In preparation for the courses, students are expected to complete summer assignments.
- Student evaluation primarily includes comprehensive unit exams, consisting of both objective or multiple choice questions and essay questions in the AP design. There are at least 2-3 major unit exams every quarter.
- In all social studies AP classes, students can attend voluntary review sessions and take practice AP exams in preparation for the national test.
- After the AP Exam, students in AP Psychology and AP Government will complete a project of interest.
- After the AP Exam, students in AP World and AP American will prepare for the Regents exams in June and do research.
- After the AP Exam in AP European, students will study Economics.
- The goal of the AP/Dual Enrollment Social Studies teachers is to inspire in our students a passion for the social sciences and to refine social studies skills.

## **Course Description in Technology**

**AP: COMPUTER SCIENCE A:**  
**1 Credit: Full Year Course**

**Prerequisite: Not required but recommend an upper level math, science or technology course**

AP Computer Science A is equivalent to a first-semester, college level course in computer science. Focus will be paid to object orientated programming languages such as Java. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data, approaches to processing data, analysis of potential solutions, and the ethical and social implications of computing. All students will take the Advanced Placement Examination in Computer Science: A in May. A required minimum of 20 hours devoted to lab activities will provide students with the opportunity to design solutions to problems, and accurately express and compare solutions.

Link to College Board Course Description: <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-course-overviews/ap-computer-science-a-course-overview.pdf>

## **Course Descriptions in World Languages**

**INTERMEDIATE FRENCH, (Syracuse University FRE 201)**  
**College credit: 4 credits**

**Prerequisite: Level  
IV Open to Seniors  
Only**

This course allows students with skills at the Intermediate level to continue their learning of the language and to prepare them for continuing into advanced university courses. By the end of the course, students should be able to sustain understanding of main ideas and details over long stretches of continued discourse, whether written or oral. They should also be able to read a variety of texts with increased comprehension and to write well enough to meet practical needs. Course work will include the use of film and video to develop listening and note taking skills; role playing, interviews, and extended narrative accounts to develop speaking skills; and the composition of letters, journals, summaries and reports to develop writing skills. The class is conducted in French. This is a college course offered through Syracuse University. Students pay the discounted fee (approx. \$448) to Syracuse University. Upon successful completion of the course, students are entitled to a SU transcript for the four credits earned. Criteria for admission includes an 85 average in level 4 and teacher/supervisor recommendation based upon the listening and speaking skills of the student.

**INTERMEDIATE ITALIAN (Syracuse University ITA 201)**  
**College credit: 4 credits**

**Prerequisite Level  
IV Open to Seniors  
Only**

This course is designed to further develop, strengthen, and refine students' language skills. Conducted completely in Italian, the course will review Italian grammar, polish writing and speaking skills, and offer consistent exposure to Italian language and culture. Class work will include interactive oral activities, weekly compositions, and reading and discussion of a variety of authentic texts that span literature, current events, and cultural life. In addition, students will watch films, documentaries, and Italian television programs as the basis for written assignments and discussion. The class is conducted in Italian. This is a college course offered through Syracuse University. Students pay the discounted fee (approx. \$448) to Syracuse University. Upon successful completion of the course, students are entitled to a SU transcript for the four credits earned. Criteria for admission includes an 85 average in level 4 and teacher/supervisor recommendation based upon the listening and speaking skills of the student.

**SPANISH 5 AP**  
**1 Credit**

**Prerequisite: Level  
4 Honors Spanish**

This course is intended for qualified students who wish to complete studies in secondary school comparable in difficulty and content to a college course. Students should have attained an advanced proficiency in

listening, speaking, reading and writing in order to enroll in this course. The course will prepare the students for the Advanced Placement examination in May. The student will be required to communicate entirely in Spanish. Emphasis is on refining the 4 skills (listening, speaking, reading, and writing). Students are expected to read and discuss whole literary works in Spanish. Language laboratory continues to be an integral part of the course work. Students are required to take the AP exam.

**INTERMEDIATE SPANISH (Syracuse University SPA 201)**  
**College credit: 4 credits**

**Prerequisite Level**  
**IV**  
**Open to Seniors**  
**Only**

Using film, TV/radio, and literary texts, this proficiency-based course reviews understanding of the formal structures of language, refines previously acquired linguistic skills, and builds awareness of Spanish culture. Students will use sources in a variety of media to develop oral, listening, writing, and reading skills. By the end of the course, students can be expected to communicate effectively in the language in order to give and get information; survive both predictable and complicated situations, narrate and describe in present, past, and future time; support opinions; and hypothesize. Classes are conducted in Spanish. This is a college course offered through Syracuse University. Students pay the discounted fee (approx \$440) to Syracuse University. Upon successful completion of the course, students are entitled to a SU transcript for the four credits earned. Criteria for admission includes an 85 average in level 4 **and** teacher/supervisor recommendation based upon the listening and speaking skills of the student.

## World Languages – SUPA Classes

### Eligibility

- Students must have completed Level IV with an 85 Average or better; teacher recommendation required
- SUPA French, Italian, and Spanish is only open to seniors

### Important

- Syracuse University sets the expectations, the requirements, chooses the required texts, sets the grading and attendance policies, caps the class size and approves the course syllabus and receives the payment.
- You cannot take a language SUPA course without paying the SUPA fee.
- Payment is due in October and is paid directly to Syracuse University.
- There is a 3 month installment payment plan available.
- Financial aid is available at a significant reduction in fee for students who qualify.
- The fee is \$448.00 for four credits

### Potential Benefits

- Many colleges prefer a sequence in the same language therefore it is important to consider taking a fourth or fifth year language elective.
- Upon successful completion of the course, the four transferrable credits may fulfill your language core in college.
- You can be on the fast track towards obtaining a minor or perhaps double major in a language by already having completed 4 college credits.
- Earn four college credits at a substantial savings.

### Opportunities – French / Spanish / Italian

- Engage in interactive speaking activities
- Read and discuss a variety of authentic texts that include current events, cultural life and literature
- Watch films, documentaries and footage in the target language

### Expectations: French – Italian – Spanish

- As a rule, previously learned grammar concepts are not reviewed and the more advanced concepts are taught and reinforced.
- There are regularly assigned compositions.
- Students are responsible for adhering to the daily syllabus.
- Quizzes: There will be a vocabulary quiz for each chapter and grammar quizzes.
- Class participation: A daily grade will be given based on speaking activities.
- Examinations: There will be a comprehensive exam at the completion of each unit. Each examination will include: a verbal component, listening and reading comprehension activities, grammar activities, a composition and questions on selected readings.
- No summer work is required.
- The class is conducted solely in the target language.