



Sunset Park High School

# Course Catalog

Subject to change based on emerging needs and new requirements

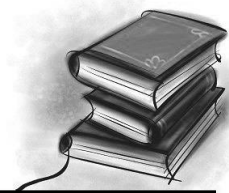
Sunset Park High School  
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Brooklyn, NY 11232

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## English Courses

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### **English 9** [1 credit/semester]

(3 1-hour periods per week; 2 semesters)

9<sup>th</sup> Grade ELA emphasizes critical thinking in an effort to strengthen students' skills in reading, writing, listening and speaking. This course encourages students to consider reading and writing as processes in which they are active participants, exploring strategies to help them grow as independent thinkers by engaging with diverse texts across genres. Students begin to cultivate their voices as emerging writers by being exposed to various forms of writing (narrative, informational, and argumentative.) They learn how analysis is a tool they can use to interpret texts and the world around them, and begin to develop claims through writing with supporting evidence. Additionally, students participate in various peer-to-peer, small group, and whole class discussions as they learn to effectively express their ideas and become active listeners.

### **English 10** [1 credit/semester]

(3 1-hour periods per week; 2 semesters)

10<sup>th</sup> Grade ELA builds upon the skills introduced in 9<sup>th</sup> Grade and deepens students' ability to analyze as they explore a range of complex texts representing multiple points of view and global perspectives around themes of power and human rights. Students learn strategies to develop their own open-ended questions around a text and use this line of inquiry to lead small group and whole class discussions. This course asks students to further understand writing as a cyclical process and provides them with opportunities to participate in peer and self-revision as they take more ownership over their own learning. Students sharpen their analytical skills as they begin to strengthen the quality of their claims and weigh the quality of the evidence used to support them. Students are given multiple opportunities to demonstrate their critical thinking skills through project-based learning.

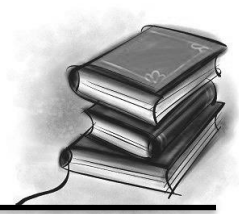
### **English 11** [1 credit/semester]

(3 1-hour periods per week; 2 semesters)

11<sup>th</sup> Grade ELA focuses on students' college-ready skills in the classroom as they survey various texts in American literature. Students gain a closer understanding of the parts of an argument and how to develop effective claims through their writing. Protocols such as Socratic Seminars and Literature Circles help to create a student-centered classroom grounded in student choice. Students practice close-reading strategies to bring them closer to a text and help them to respond more rigorously through their writing. This course further helps them develop their writing as a process through all stages, including brainstorming, organizing, revising, and editing in various written assessments including argumentative, literary analysis, and personal essays. This course prepares students to take the NYS ELA Regents in January of their junior year.

## English Courses

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### **English 12** [1 credit/semester]

(5 48min periods per week; 2 semesters)

12<sup>th</sup> grade ELA is designed as a culmination of the skills students have developed in previous years as they participate in a blended learning environment. The course further exposes them to complex texts and strengthens their analytical skills as they pursue more self-directed projects. Students are asked to express their ideas in a variety of spaces including written and online platforms as well as through discussions and presentations. Students are introduced to critical theory. By exploring different lenses for reading and responding to a text, students understand that there are multiple ways to interpret a text. By the end of this course, students will understand rhetorical strategies and how these can improve both their written and oral communication.



## History Courses

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### **Global History 9 & 10** [1 credit/semester]

(3 1-hour periods per week; 2 semesters)

Global History is a two-year course taught during the 9th and 10th grade years. Global History is taught thematically, which creates connections within content across the two-year curriculum. This course ends with the New York State Regents at the end of the students' sophomore year.

Students critically explore the struggles, decisions, movements, and wars that have occurred throughout the world and across history. They study and create their own perspectives on various eras in history, while discussing, debating, writing, researching, and presenting their answers to major questions in Global History.

During their freshman year, students understand geography and its influences on the early development of civilizations and empires, the impacts of belief systems on societies, the developments of trade networks, and individuals and ideas of early history until the 1400's.

During their sophomore year, students apply geographic concepts from their freshman year, understand the establishments of colonies and their struggles to decolonize their nations under nationalistic influences, the shifts in power and conflicts of modern history as well as the individuals and ideas that helped revolutionize modern history.

### **US History** [1 credit/semester]

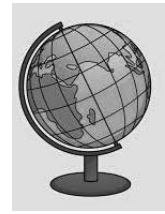
(3 1-hour periods per week; 2 semesters)

The United States History and Government course is a year-long course analyzing the origins of the American nation to the conditions of the present day. The role of the federal government is studied through a variety of themes using an inquiry-based model. Throughout the course, students will be encouraged to think critically, explain perspectives, and participate collaboratively in the learning process. The main focus of the course is to meet the needs of our students so they will pass the New York Regents Examination and to develop college ready skills.

### **Participation in Government** [1 credit/semester]

(5 48min periods per week OR 3 1-hour periods per week; 1 semester)

The Participation in Government course is a half-year one-semester course that aims to empower students with the knowledge, skills, and attitudes to fully participate in the political process at the local, state and national levels. The course expands on knowledge and themes of our government learned in prior courses. To the extent possible, students will learn the act of participating in government by engaging in project-based inquiry work that stimulates real life participation. Throughout the course, a heavy emphasis is placed on the college ready skills students will need to be successful post high school.



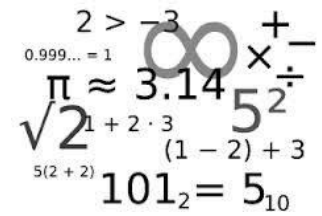
## History Courses

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### **Economics** [1 credit/semester]

(5 48min periods per week OR 3 1-hour periods per week; 1 semester)

The Economics course is a half-year one-semester course that covers the basic concepts and principles of economics, the major elements of the economic systems and the role of the various components of those systems. It includes an introduction to microeconomics and macroeconomics by engaging in project- based inquiry work that gives students real life experience in regards to how day-to-day economics will affect them. Throughout the course, a heavy emphasis is placed on the college ready skills students will need to be successful post high school.



## Mathematics Courses

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### **Algebra 1** [1 credit/semester]

(3 1-hour periods per week; 2 semesters)

Algebra is the study of relationships. In the first half of the year, students discover and accomplish learning the basics of algebra, which includes: variables, rational numbers, and solving equations. For the second half of the year, students discover and better understand the relationships created in real life scenarios. This work includes creating multiple representations of linear functions/relationships and systems of equations including: quadratic, exponential, and radical function, as well as how they are seen in our daily lives. This course is designed to prepare students for the Common Core Algebra I Regents Exam.

### **Probability & Statistics** [1 credit/semester]

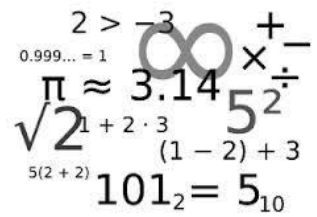
(3 1-hour periods per week; 2 semesters)

Through Common Core aligned project-based learning and rigorous problem solving, students explore the existence and application of statistics and functions in the world around them. First semester involves representing, analyzing and making decisions based on statistics through qualitative measures (bias, correlation, univariate vs. bivariate) as well as quantitative means (dot/box and whisker plots, frequency histograms, scatter plots, linear regression, residuals, central tendency, and standard deviation). In the second semester, students apply algebraic, graphical and math literacy skills to look at real life linear and exponential patterns, including arithmetic vs. geometric series and exponential growth and decay. The semester ends with a cumulative symposium project where students select two major topics covered during the year and explore their similarities and differences as applied to a context of their choosing.

### **Geometry** [1 credit/semester]

(3 1-hour periods per week; 2 semesters)

Aligned with the Common Core learning standards, the geometry curriculum focuses on looking at transformations and congruence through the lens of exploring how distance is preserved. Like other mathematics, Geometry is about problem solving. Students use compass and straightedge constructions to help reinforce and develop deep ideas about how shapes are developed and observe their key elements and qualities. While Geometry is one of the oldest sciences, there are many real world applications of the topics discussed throughout the year. This course is designed to prepare students for the Common Core-aligned Geometry Regents Exam.



## Mathematics Courses

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### **Algebra 2** [1 credit/semester]

(3 1-hour periods per week; 2 semesters)

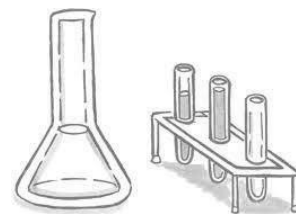
In Algebra II/Trigonometry, students investigate numerical patterns and use the tools of algebra developed by mathematicians to generalize and justify our discoveries. Students face many good problems that challenge their thinking and help them further develop as mathematicians and critical thinkers. In this class, students question, explore, and engage in meaningful thinking. Topics from the year include: Sequences and series, Functions, Polynomial and Rational Relationships, Quadratics, Powers, and Trigonometry. This course is designed to prepare students for the Algebra II/Trigonometry Regents Exam.

### **Pre-Calculus** [1 credit/semester]

(5 48min periods per week; 2 semesters)

Pre-Calculus is an extension of topics covered in Algebra II with a focus on rigorous and real world investigations. Topics covered in the first semester include learning about right triangle trigonometry, exploring trigonometric functions and their inverses, deriving trigonometric functions from the unit circle, and deriving and applying trigonometric identities. In the second semester, students work in an inquiry based setting to further explore probability and statistics. Then, students are introduced to new topics including matrices, sequences, and limits. After two semesters, students develop the skills necessary to succeed in a variety of college level math courses.





## Science Courses

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### **Living Environment** [1 credit/semester]

(3 1-hour periods per week + 1 hour period per week of Lab; 2 semesters)

The Living Environment curriculum combines math, science, and ELA skills to further science inquiry-based learning. Students engage in exploration through inquiry-based labs, scientific debates through Socratic seminars, and technology-driven learning. Living Environment assessments and teaching practices allow the students to gain access to the key ideas from the New York State Living Environment Core Curriculum. These skills that are gained allow students to create scientific research questions, design labs, and explain the natural phenomena around them as well as successfully prepare them for the New York State Living Environment Regents Exam.

### **Earth Science** [1 credit/semester]

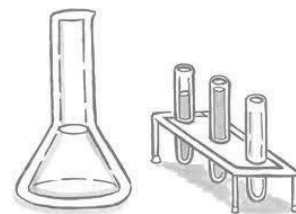
(3 1-hour periods per week + 1 hour period per week of Lab; 2 semesters)

In this one-year Earth Science course, students learn about the interactions between the four branches of Earth Science: Geology, Astronomy, Meteorology, and Oceanography. They study the processes that create and cause these interactions and changes on our planet, as well as the anthropogenic impacts we have on the controversial topic of climate change. Students are exposed to information via a variety of modalities such as laboratory experiences, class/group work, discussions, lectures, online work/research, and videos. Students exercise their skills in analyzing, interpreting, and at times creating charts and graphs representing a variety of Earth Science data. College-ready skills are emphasized as the amount of vocabulary and content increase with the progression of each marking period. This course culminates with the Physical Setting Earth Science Regents examination and meets the New York State Physical Science graduation requirement.

### **Environmental Science** [1 credit/semester]

(3 1-hour periods per week + 1 hour period per week of Lab; 2 semesters)

Environmental Science examines the impact of humans on the natural environment through the lenses of food, air, water, and energy. Students investigate interrelationships of the natural world, identify and analyze environmental problems, and develop solutions. Through this work, students build proficiency in scientific experimentation, debate, environmental simulations, engineering design, risk assessment, and community-based conservation. By the end of the year, students will have conducted controlled experiments, assessed the needs of their community through citizen science projects, understood key issues in environmental science and stewardship, evaluated emergent green technologies, and publicly shared their work.



## Science Courses

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### **12<sup>th</sup> Grade - Forensic Science** [1 credit/semester]

(5 48min periods per week, inc. Lab; 2 semesters)

The Forensic Science course is rich in explorations and lab investigations which apply many disciplines of scientific study such as biology/anatomy, chemistry, and physics to solving crimes. This branch of science utilizes critical thinking to engage students in thought-provoking cases and scenarios by increasing awareness and interest in science. Frequent integration of current events into the curriculum strengthens student motivation. Students use a "hands-on, mind on" approach to scientific learning. Such hands-on experiences come from fingerprint analysis, blood-splatter techniques, and analysis of handwriting samples. In this class, students develop science skills for college readiness.

### **12<sup>th</sup> Grade - Applied Physics & Chemistry** [1 credit/semester]

(5 48min periods per week, inc. Lab; 2 semesters)

Applied Physics and Chemistry provides students with the foundations of physics and chemistry through real-life applications. Physical sciences can be difficult for students to learn, so this class addresses that issue by allowing students to engage with difficult subjects in accessible ways. In chemistry, students learn about atoms, elements and molecules. In physics students learn about energy and force.

### **12<sup>th</sup> Grade - Physiology & Pathology** [1 credit/semester]

(5 48min periods per week, inc. Lab; 2 semesters)

This course offers students an in-depth look into the human body systems and the chemical processes that affect these. Students study each system and are exposed to a variety of laboratories and investigations related to each. Human disease processes are introduced to students as they discover the ways in which the human body can overcome, or cope with, illness. Computer simulations, group work, discussions, lectures, and multimedia presentations are used to help guide student learning and understanding of the complex relationships between the human body systems and the overall end goal of reaching homeostasis. Students leave the course with a renowned appreciation for the complexity and fragility of our human bodies.



## Spanish Courses

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### **Spanish 10** [1 credit/semester]

(3 1-hour periods per week; 2 semesters)

In their sophomore year, students are exposed to the cultural diversity of the Spanish-speaking world as well as the basic communication skills necessary to navigate these communities. Through learning from thematically aligned units of study and contextualized reading assignments, students acquire the vocabulary and grammatical structures needed to engender basic utterances in the target language. In particular, great emphasis is given to the formation of verbs in the present tense, the use of adjectives, gender agreement, and Tier 1 and 2-vocabulary acquisition. By the end of the year, students will be able to interpret simple texts, describe themselves and others, and respond to simple contextualized questions in the target language. This course does not terminate in an exam, however the chosen skill objectives are designed to prepare students for the Spanish LOTE exam given at the end of Spanish levels 3 and 4.

### **Spanish 11** [1 credit/semester]

(3 1-hour periods per week; 2 semesters)

In their junior year, students focus on how learning another language helps one to become global citizens. As a continuation of the prior year's work, students learn the fundamentals of the structure of the Spanish language, self-expression in speaking and writing and reading comprehension while at the same time examining the products, practices and perspectives of the Spanish speaking world. Students explore the following themes: Contemporary Life, Digital Citizenship, Public Identity, Global Challenges, Science and Technology, Careers, Social Customs and Values. Some questions students explore are: *"How does your identity reflect your family and culture? How do the arts reflect both challenge and reflect cultural perspectives?"* This course ends with the Spanish LOTE exam in June.

### **AP Spanish** [1 credit/semester]

(4 40min periods per week; 2 semesters)

This AP Spanish language course is the equivalent of a third year college course in advanced Spanish writing and conversation. This class is conducted entirely in Spanish and consists of a blend of different learning activities including literature circles, debates, challenge-based projects, Socratic seminars, tertulias, and technology based activities using authentic Spanish language materials such as videos, documentaries, newscasts, podcasts and printed materials from the Spanish-speaking world. Our yearlong essential question is: *"How does being bilingual impact our understanding of the world around us?"* This course ends with the AP Spanish Language and Culture exam in May.



## Arts Courses

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### **Studio Art** [1 credit/semester]

(1 1-hour period, 2-3 48min periods per week; 2 semesters)

Through exploration and experimentation in a variety of media (observational drawing, painting, collage, sculpture, and printmaking), students study the principles and elements of art and design, and learn that art is intimately tied to our daily lives. Students use their imagination, as well as their critical minds, to develop artwork that expresses their identity as well as their opinions about issues in the world today.

### **Rhythm & Movement: Dance** [1 credit/semester]

(1 1-hour period, 2-3 48min periods per week; 2 semesters)

Dance is both an athletic and an artistic subject. In this class, students learn the fundamentals of dance - including basic dance steps, choreographic terms, and stagecraft. Students get the opportunity to explore several different styles of dance and ultimately, to create their own dances using the artistic tools they have gained in the class. Efforts are made to link the curriculum to other subject areas so that students may explore literature, global history events, and scientific ideas through the lens of dance. Course is project-based and the goal is to build creativity and confidence. This course switches with Rhythm & Movement: Music after one semester.

### **Rhythm & Movement: Music** [1 credit/semester]

(1 1-hour period, 2-3 48min periods per week; 2 semesters)

Using guitars, drums, keyboards and software instruments, students focus on popular music in a performance-based setting. Students learn basic music theory including beginning composition, song writing, and performance techniques. Students develop a strong foundational understanding of musical skills while engaging with a variety of instruments and musical techniques. This course switches with Rhythm & Movement: Dance after one semester.

### **Media Studies** [1 credit/semester]

(1 1-hour period, 2-3 48min periods per week; 2 semesters)

Media Studies students use tools such as photography, video, sound, text, theater arts, as well as drawing, painting and 3D work to produce multi-media stories. Students work individually and collaboratively to create and synthesize traditional and digital tools. Media Studies artists explore narratives within multiple platforms and apps to comment on current world issues, cultural stereotypes, trends and identity – culminating the year with multi-media installation artwork that embraces the theme of *Empathy*.



## Physical Education Courses

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### **9<sup>th</sup> -11<sup>th</sup> Grade Physical Education** [.5 credit/semester] (2-3 48min/week; 2 semesters/grade)

In Physical Education students in grades 9 through 11 continue to build upon previous knowledge in team sports, health and fitness. Students apply skills, techniques, and strategies learned through experience. Participating in different roles each game helps students gain a comprehensive experience, using their strengths, and opportunity to improve their weaknesses. Students are given opportunities to reflect, ask questions, and work together on how to improve their performance. Some of these roles help students identify key components to a successful team, which helps them develop good communication and teamwork towards the same goal. In addition students monitor their own progress and look to improve their fitness goals. Students self-assess to determine whether or not their goals are specific, measureable, and doable.

Furthermore, 11<sup>th</sup> graders lead 9<sup>th</sup> and 10<sup>th</sup> grade peers in team sports and activities. Students build positive relationships, mentor, share their knowledge, and are responsible for smaller group activities. This helps students build confidence, leadership skills, and communication techniques that students will continue to build upon throughout their lives.

### **12<sup>th</sup> Grade Physical Education** [.5 credit/semester] (2-3 hour long periods per week; 2 semesters)

Physical Education for 12th grade is designed to engage students in a variety of physical activities. Students understand, comprehend, and execute the fundamentals of a variety of physical activities and skills. Students are also held accountable as they are assessed physically and mentally. The NYC FITNESSGRAM report summarizes each student's performance on fitness assessments and suggests ways to help them to reach the "Healthy Fitness Zone" (optimal performance for better health based on their age and gender). Unlike many traditional fitness assessments, students who participate in NYC FITNESSGRAM are measured based on individual performance and personal improvement, and are not judged against each other or a standardized norm. Students keep documentation of their progress and recognize the importance of achieving a healthy fitness zone. Students also teach a skill to their peers by designing their own plan of action.



## ESL Courses

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### **Literacy Enrichment** [1.26 credit/semester]

(2 1-hour periods and 3 48min periods per week; 2 semesters)

This credit-bearing English elective provides explicit instruction in reading, writing, speaking, and listening for ELLs of all levels. This multi-leveled class provides opportunities for peer support in language development. Instructional activities include literature circles, multi-leveled texts, native language supports, and scaffolded projects and presentations.

### **Language Development** [1 credit/semester]

(3 1-hour periods per week; 2 semesters)

During students' Junior Year, ESL teachers work with small groups of ESL students in a Language Development English elective designed to support intensive Regents preparation and develop college-ready literacy skills.

### **Zero Period** [1 credit/semester]

(4 40m periods per week; 2 semesters)

#### *Section One*

Zero period ESL is a year-long intensive English course for Beginner level and newcomer ESL students. In this course, students increase their English language BICS (Basic Interpersonal Communication Skills) so that they can participate actively in their courses during the day. Students also explore foundational reading and writing skills and have many opportunities for students to begin practicing speaking aloud and reading aloud in English. There is also ample practice decoding the English alphabet with support for content-area classes that occur throughout the day. This class is very successful at creating a safe place for our newcomers to begin to understand the rituals and routines of academic life at Sunset Park High School.

### **Zero Period** [1 credit/semester]

(4 40m periods per week; 2 semesters)

#### *Section Two*

The second section of zero period ESL is also a year long intensive English acquisition course for high level beginner or low level intermediate ESL students with IEPs. The course work transitions from focusing on BICS (Basic Interpersonal Communication Skills) to the best practices for acquiring CALP (Cognitive Academic Language Proficiency). The course is a literature-based support class where students focus primarily on the skills required for the ELA Regents. The small group structure allows ELL students the ability to practice the four language skills: reading, writing, listening and speaking through the analysis of short stories, poems and non-fiction pieces.

## Elective Courses \*

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**\*courses vary and are subject to change each semester**

### **Advisory** [.4 credit/semester]

(2 48min periods per week; 2 semesters)

Advisory sessions help students develop interpersonal skills (communication, teamwork, problem-solving, leadership), and strategies for managing feelings and resolving conflicts. The advisory curriculum uses social group work methodology to engage students in purposeful group building and problem-solving activities. In advisory sessions, students learn to give and receive interpersonal feedback, encourage the growth of their peers, and take an active role in shaping their group and school community. As students begin to transition from pre-adolescent self-consciousness and the need to conform to “fit in”, they are challenged to express themselves as unique individuals (“Dare to be yourself”) and to question freely, develop critical thinking and come to value differences. The Advisory curriculum has a specific focus in each grade, helping students make a successful transition to high school and set goals for the future.

### **Computer Science** [1 credit/semester]

(4 40m periods per week; 2 semesters)

Exploring Computer Science introduces students to the breadth of computer science. The primary goal of this course is for students to develop the computational practices of algorithm development, problem solving, and programming within the context of relevant, real-world problems. Students explore conceptual frameworks, learn coding skills, and develop problem-solving strategies. Students are introduced to topics such as interface design, limits of computers, and societal and ethical issues. ECS has been mapped onto Next Generation Science and Engineering Standards, Common Core State Standards, International Society for Technology Education Standards, and Computer Science Teachers Association Standards.

### **DEAR – Drop Everything and Read** [.60 credit/semester]

(3 48min periods per week; 2 semesters)

Drop Everything and Read is a course for 9<sup>th</sup> and 10<sup>th</sup> grade students that allows students the time and space to develop and hone literacy skills. Students choose from a range of texts from fictional to narrative to non-fiction texts that enable them to engage with relevant and interesting works. Teachers provide additional support through modeling, conferencing, and small group reading to ensure that students are furthering their literacy skill development as well as creating a culture of reading in the classroom and school community.

**Internship** [1 credit/semester]

(1 1-hour period per week; 2 semesters)

This seminar-style course supports students in preparing for and successfully completing internships in their 12<sup>th</sup> grade year. Facilitated by an SPHS teacher and a Center for Family Life staff member, students learn real-world job skills including resume preparation, interviewing skills, and time management. In addition to the seminar, students engage in a four-hour per week internship at sites within the local Brooklyn and larger New York City community.

**KTS: Key to Success**

(2-5 1-hour periods per week; 1-2 semesters)

This 12<sup>th</sup> Grade course supports students in preparing for Regents Exams and/or recovering credits necessary for New York State graduation requirements. Through small group support and blended learning, students receive personalized plans and support to successfully complete graduation requirements and goals.