



One Parsons Street, Rye, New York 10580

# RYE HIGH SCHOOL

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Dear Parents and Students,

The Program of Studies is designed to share with students and parents the current course offerings. The selection of courses is one of the most important tasks in a student's high school career. Choices that are made will be advantageous to future post-secondary planning. You are encouraged to thoroughly review the many opportunities available to you.

As you review the choices, consider the prerequisites of each course, as well as the placement recommendations of your teachers. Your current teachers have purposefully recommended courses for the 2017-2018 school year which they believe will inspire and challenge you. Your Guidance Counselor will offer sound advice regarding the development of your high school program based on your interests and graduation requirements. Students and parents are encouraged to have individual meetings with the counselors during January and February to assist with the selection of course requests, for both next year and for sharing preliminary thoughts towards post-secondary planning purposes.

Rye High School offers a diverse collection of required and elective courses from which students can choose. Students are required to carry a minimum of 6 classes plus PE in grades 9-11 and 5 classes plus PE in grade 12. We encourage all students to view course requests from the lens of exploring opportunities, following personal interests, graduation requirements, and in preparation for becoming a life-long learner.

Course requests will be honored to the best of our ability. Final scheduling will be completed later in the spring. Guidance Counselors will review final schedules with students based on the courses that will be offered for the 2017-2018 school year.

The Rye High School faculty, administration, and community uphold and support our commitment to excellence. Thoughtful selection of courses is one aspect of the coordination of efforts on behalf of all students. Please feel free to call upon the Guidance Counselors, faculty, and me if you have any additional questions.

Sincerely,

Patricia B. Taylor  
Principal

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**Rye High School  
One Parsons Street  
Rye, New York 10580  
(914) 967-6100**

**Administration**

Ms. Patricia B. Taylor, Principal  
Mrs. Suzanne Short, Assistant Principal  
Mr. Robert Zegarelli, Assistant Principal

**Guidance Department**

Mr. James O'Hara, Director  
Ms. Jaime Condon  
Ms. Susan Dickson  
Ms. Barbara Finder  
Mrs. Jennifer Herwick  
Mr. Garrett Renner

**HOW TO USE THIS BOOK**

The information in this book will help you decide on the program of study that you will follow. It contains the names and descriptions of all the courses being offered for the next school year. It outlines the prerequisite for each course. In addition, it reviews the promotional and graduation requirements for Rye High School.

Please follow the procedure outlined below:

1. Review the course catalog with your parents.
2. Review the courses you are taking now and the promotional and graduation requirements. Decide what courses you would like to take next year. Be sure to review the prerequisites for each course. Remember to schedule at least 6 academic subjects and Physical Education per year.
3. Remember that even though you can possibly create a schedule that utilizes all 9 periods for classes, this will eliminate the possibility for scheduling a lunch period. We strongly advise you against doing that. We want students to include lunch in their schedule.
4. In January (date will be announced), each of your current teachers will take a few minutes in class to review appropriate courses for you in that subject for the following year. Be sure to discuss any questions you have about those recommendations with your teacher.
5. These recommendations will be sent to the guidance office. Your Guidance Counselor will meet with you and, if possible, your parents to review them, and a course verification will be posted on the Parent Portal.
6. Your parents should discuss any questions they have about your program of study with your Guidance Counselor.

## TYPICAL FOUR-YEAR PROGRAM PLAN

<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
English	English	English	English
Social Studies	Social Studies	Social Studies	Social Studies
Math	Math	Math	Math
Living Environment	Chemistry	Physics or Elective	Science Elective
World Language	World Language	World Language	World Language
Art/Music/Theater*	Health	Physical Education	Physical Education
Physical Education	Physical Education	Managing Your Future	Elective
Composition	Elective	Elective	
Elective			

*\*May be taken during any grade.*

### **Electives**

Electives may be taken during any grade.

Community Service requirements can be completed at any time.

## COLLEGE ENTRANCE REQUIREMENTS

### Competitive Colleges

4 years of ENGLISH  
 4 years of SOCIAL STUDIES  
 3-4 years of MATH  
 3-4 years of SCIENCE  
 3-4 years of WORLD LANGUAGE

### Very Competitive Colleges

4-5 years of ENGLISH  
 4-5 years of SOCIAL STUDIES  
 4-5 years of MATH  
 4-5 years of SCIENCE  
 4-5 years of WORLD LANGUAGE  
 (Possibly a second language)

\*Honors courses and AP courses should be taken whenever appropriate.

In addition to: Recommendations from Teachers & Counselors, standardized testing and participation in activities are important aspects of college acceptance.

# GRADUATION REQUIREMENTS

<u>Regents Diploma</u>	<u>Credit</u>
Community Service (60 hours)	.5
English	4
Social Studies	4
Math	3
Science	3
LOTE (Languages Other Than English)	1*
Art/Music/Theatre Arts	1
Health	.5
Physical Education	2
Electives	3.5
Managing Your Future	.5
Composition	.5
<b>Total</b>	<b>23.5</b>

## Required Exams

*(Passing score of 65 and above)\*\**

Common Core English Exam

Common Core Integrated Algebra Exam

Global History Regents Exam

US History Regents Exam

Science Regents Exam

\*Students are required to complete one credit of LOTE (Languages Other Than English) by the end of 9<sup>th</sup> grade in order to meet the LOTE requirement for a Regents diploma.

\*\*In the event a student is not successful in one of the required History Regents exams, New York State has additional pathways to assist students in meeting graduation requirements. Please see your Guidance Counselor with any questions.

\*\*\*The NYS Education Department has a “safety net” available for students with an IEP or 504 to earn a Local Diploma. Students will take all five of the required Regents exams and earn a score of 55 and be able to earn a Local Diploma. There is an appeal process available for students with lower scores. Please see your Guidance Counselor with any questions.

## GRADING SYSTEM

The computing of grades on report cards, in order to determine the final grade, will be as follows:

### FULL-YEAR COURSE

			Marking Period			
	1	2	3	4	Final Exam	Final Grade
<b>Ratio</b>	1/5	1/5	1/5	1/5	1/5*	5/5
<b>Example</b>	85	75	95	75	95	85

*\* In cases where midterm exams and a final exam are given in a course, then together they count as 1/5th of the final grade. The final exam counts 2/3rds of the 1/5th and the midterm counts as 1/3rd of that 1/5th.*

The marking period ratios and grades include daily class assignments, quizzes, reports, and class participation. Each teacher will be able to give you the specifics for their course. If a teacher has a different rationale for obtaining a final grade, that will be communicated to all students at the beginning of the class.

### ONE-SEMESTER COURSE

		Marking Period	Final Exam	Final Grade
	1	2		
<b>Ratio</b>	2/5	2/5	1/5	5/5
<b>Example</b>	85	75	95	85

## DETAILS OF THE GRADING SYSTEM

All Rye High School level courses for which credit is assigned are used in determining grade point average. A cumulative Grade Point Average is recorded on each student's transcript. *Only those grades earned while attending Rye High School are included in the cumulative grade point average.* A grade distribution is provided in the Profile that is sent to colleges.

**Grades in Dropped Classes:**

Students must be enrolled at all times in a minimum of six classes, including physical education. To drop or add a course, a student must meet with his or her Guidance Counselor. All requests must have written approval from the student's parent or guardian. No entry will be made on a student's transcript for a course dropped before the first **five weeks** of school. Courses dropped after that date will be noted on the permanent record and transcript with a withdrawal (WD). Unless there are extenuating circumstances, a student may not drop a full-year course after mid-year without approval from the Principal.

Students will not be allowed to drop a one semester course after **3 weeks** without the permission of the Principal. If permission is granted, a withdrawal will be noted on the transcript.

**Pass/Fail Grades:**

On rare occasions, a student may earn a Pass/Fail for a course. This grade is not calculated into the grade point average. Pass/Fail is awarded after discussion with the student's Guidance Counselor and the Principal.

## **ADVANCED PLACEMENT COURSES**

Rye High School participates in the Advanced Placement courses as administered by the College Board. Advanced Placement courses are college level courses, approved by College Board, to offer students rigorous, in-depth study. Often, based on the scores earned, students can earn college credit. Advanced Placement exams are administered in early May. Students are required to take the AP exam at the completion of the course. The cost is approximately \$93 for each exam. See your Guidance Counselor with any specific questions.

## **ALTERNATIVE MEANS OF EARNING CREDIT**

The Commissioner's Regulation 100.5 D1 and Commissioner's Regulation 100.5 B afford students an opportunity to earn credit without completing the unit of study for such credit. A student may earn up to 6 1/2 units of credit, whether for a Regents or local diploma, without completing the unit of study for such units of credit. Based on the student's past academic performance, the Superintendent of a school district or his designee (Principal) determines whether the student will benefit academically by exercising this alternative. Credit may be awarded if:

1. The student achieves a score of at least 85% or its equivalent as determined by the Commissioner, on a State-developed or State-approved examination.
2. The student passes an oral examination or successfully completes a special project to demonstrate proficiency as determined by the principal in the subject matter.
3. The student attends school or receives substantially equivalent instruction elsewhere in accordance with Section 3204 (2) of the Education Law, until the age of 16, pursuant to Sections 3204 and 3205 of the Education Law.

A student may also obtain the unit of credit in art and music required by the Regents Action Plan by:

1. Participating in a school's major performing organizations such as band, orchestra, chorus, dance or theatre groups.
2. In exceptional cases, participation in an advanced art or music activity. Credit for such participation will be recommended by the student's art or music teacher, have the approval of the school's art or music chairperson, and finally, by the school principal, and must be consistent with the objectives of the school's art and music program.

## **SUMMER SCHOOL**

Students who have failed a course or a Regents exam during the school year are strongly encouraged to retake the course in summer school. Students will often take an enrichment course during the summer to fulfill outside interests. Any student wishing to accelerate by taking a summer school course must have the approval of the Department Coordinator and the Principal.



## **SCHOOL/COMMUNITY SERVICE**

Building both character and a sense of responsibility is crucial to a child's education. Students who participate in community service are rewarded intrinsically by helping others. Rye High School recognizes the value of this experience and thus requires that all students complete 60 hours of service with a non-profit agency or cause that is focused on providing a valuable service to those in need. Such service work will familiarize students with the cause the agency works to address, provide students with meaningful opportunities to act, and offer students a chance to reflect.

Students will earn ½ credit for 60 hours of participation and may earn a full credit for 120 hours of participation. The credit is recorded on the student's transcript after verification by the agency at the end of the year. Students are encouraged to begin their community service requirement as soon as they enter high school.

The High School encourages students to sign up for school/community service in the Guidance Office and to consult the Community Service Bulletin Board, in the Guidance Office, for further information.

## **RYE SCHOOL OF LEADERSHIP**

The Rye School of Leadership is a school of choice designed to acknowledge the diverse needs and interests of secondary students. The program serves grades nine through twelve by providing a small school setting for students who, for a variety of reasons, are not achieving personal or academic success in the traditional high school environment. The program offers the traditional courses required by New York State for high school graduation while encouraging students to assume personal responsibility for their educational futures by exploring individual interests, defining and pursuing short and long term goals, investigating the processes involved in problem solving and decision making, and developing the social and study skills necessary for school achievement. Students considering the Rye School of Leadership should discuss this option and application procedure with their guidance counselor. Parental consent and involvement are required.

## **ELIGIBILITY CODE**

Any student, to be eligible to participate in any extracurricular activity, must be currently enrolled in a full-time program, i.e., five classes plus Physical Education. In addition, in order to participate in our extracurricular and sports programs, a student must be in good academic standing. A complete description of our eligibility regulations appears in the Student Handbook.

## **REMEDIAL SERVICES**

### **X Period**

X Period is the time between 2:32 and 3:00 PM Monday through Thursday each week. This time is reserved exclusively for teachers to provide extra help to students. Students can make an appointment with a teacher or stop by a teacher's classroom during X period. Each department office will post a list of teachers and rooms.

## **The Tutoring Center**

The Tutoring Center is located adjacent to the library. Students may sign up to serve as a tutor (for community service credit) or to receive tutoring services during free time and before or after school. In addition, students who fail an academic course at the end of a marking period are required to attend the Tutoring Center for the subsequent marking period. They will be released only by achieving a quarterly grade of C or higher. There is a full time Coordinator for the Tutoring Center.

## **Remediation for Regents**

Students who have failed any of the Regents will be remediated for the full semester preceding the next test date. Members of the Tutoring Center will work with each student to develop a schedule of remediation and in most cases provide the remediation directly.

## **Guidance**

Guidance Counselors at Rye High School are concerned with the students' total development: intellectually, physically, emotionally and socially. They work to assist students to assume responsibility, develop to their highest potential, take an active role in the school community and be prepared for their future roles in society. Counselors advocate for students in a variety of personal, social and educational roles.

The Guidance Counselors are experienced in assisting students to select courses of study that are best suited to their interests, abilities and personal goals. The Counselors work closely with students, parents and faculty members in advising with regard to the level of difficulty of those courses and sequences that will be beneficial to the student. The Counselors also assist the students in evaluating and selecting the appropriate post-secondary choices.

Counselors are available:

- To **evaluate** the student's abilities, interests, talents and achievements to enable him/her to be more aware of his/her personal strengths.
- To **help** a student recognize his/her needs, gain self-direction and appreciate educational opportunities.
- To **help** a student solve personal problems. Counselors are available for individual conferences with students and parents to address all types of concerns.
- To **assist** the student to take full advantage of all opportunities offered through the school and community.
- To **interpret** test data with reference to academic abilities and strengths, achievement, interests, aptitudes and careers.
- To **assist** students and parents in making appropriate and realistic curricular choices as students navigate through high school.
- To **inform** students regarding College Board examinations, college entrance requirements and scholarships.
- To **aid** students in the college admission process and as they make other post-secondary plans.

# **PUPIL PERSONNEL SERVICES & SPECIAL EDUCATION**

## **Committee on Special Education**

The Board of Education annually appoints a District Committee on Special Education which is responsible for identification, evaluation and placement of students with disabilities.

The Rye City CSE is a multidisciplinary team that may include:

1. The parent of the student
2. A representative of the school district who serves as the chairperson
3. A school psychologist
4. A special education teacher
5. A general education teacher
6. A guidance counselor
7. A volunteer parent member, if requested
8. Related service provider, if appropriate
9. The student, if appropriate

Based upon the information presented, the Committee on Special Education determines whether or not a disability is present which interferes with the pupil's ability to access the general education program. The Committee on Special Education then recommends to the Board of Education the special education services required to meet the pupil's individual needs. Parental consent is required prior to the evaluation, and prior to the initiation of special education services. Additional functions of the CSE are to:

- Ensure that appropriate and timely procedural safeguards are provided for each pupil.
- Maintain a register of all children with disabilities who reside in the district.
- Establish a communication network and share resources with other educational and community service agencies upon which the school district may seek appropriate programs and services for children.
- Report to the Board of Education on the status of programs, services and facilities available to pupils with disabilities.
- Annually review Individualized Education Plan.
- Determine continued eligibility for special education services.

## **Special Education Services**

1. **Resource Room Services:** The special education teacher will provide academic support to address the Individualized Educational Plan (IEP) goals and will supplement the general education instructional program.
2. **Integrated Co-Teaching Services:** The special education teacher will provide academic support in the general education classroom and team teaches with the general education teacher.
3. **Special Class:** The special education teacher will provide the core subject instruction. The class size is limited to 12 students with an IEP.
4. **Related Services:** The following services are available to students with an IEP – counseling/psychological services, speech/language therapy, occupational therapy, and physical therapy.

## **Section 504 Services**

1. **Learning Center:** A special education teacher will provide a supplemental general education instructional program.
2. **Related Services:** The following services are available to students with a 504 Plan – counseling, speech/language therapy, occupational therapy, and physical therapy.

# ENGLISH DEPARTMENT

The English curriculum at Rye High School offers course work ranging from the critical reading of literature to the composition of reasoned, reflective prose. A four-year course of study is required, but a fifth year is strongly recommended, especially for college-bound students. To add a fifth year of English, students may select additional courses from a number of elective offerings. Our elective program has been designed primarily for students in their senior year, but, depending on availability and student ability and interest, underclassmen may enroll in one or more of these electives.

English 9 and 10 introduce students to a variety of literary genres and different styles of writing. Ninth graders also take a one-semester composition class. The eleventh grade curriculum focuses on American Literature and improving student writing and analytical thinking.

The work in Honors English courses is demanding, and the expectations of Honors students are high. Honors and AP level courses require advanced skills in critical thinking, reading, and writing. When selecting Honors and AP courses, students should consider their performance in previous English classes and on standardized tests, as well as teacher recommendations for course placement.

To fulfill their four-year English requirement, twelfth grade students can choose from among the one-semester English electives, Advanced Placement Literature and Composition, or Advanced Placement English Language and Composition.

## 102 English 9 Honors 103 English 9 Regents

**Curriculum Level:** Regents/Honors  
**Type of Assessment:** Papers, quizzes, projects, tests, participation, and presentations  
**Prerequisite:** English 8  
**Grade:** 9  
**Credit:** 1

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### DESCRIPTION

In English 9, students read various works of literature that relate to themes about the loss of innocence. Through the close examination of literary texts, students develop the range of skills necessary to interpret sophisticated prose. They also learn how to articulate their insights about the literature in formal essays. Students may choose to take the course for Regents credit or for Honors credit. Those who take the course for Honors credit independently complete a supplemental curriculum that includes poetry, autobiography, and short stories, along with additional writing assignments.

### TEXTS

The core texts for grade 9 include *Romeo and Juliet*, *Lord of the Flies*, *The Glass Castle*, and *The Catcher in the Rye*.

Additional texts may include *Antigone*, *The House on Mango Street*, and *A Separate Peace*.

Students also read literature from other genres, including short stories and poetry. All students read an outside reading text per marking period.

### SUMMER ASSIGNMENTS

Students select a summer reading text from a list generated by the English Department. Honors students read two texts over the summer.

## WORK EXPECTATIONS

Students in this course are expected to work individually and collaboratively. The majority of the class will focus around the analysis of literature and improving writing skills. Students are expected to participate in all aspects of class work and outside assignments to demonstrate evidence of student learning.

## 104 Composition

**Curriculum Level:** Regents  
**Type of Examination:** School  
**Prerequisite:** English 8  
This is a required course in addition to the four years of English credit  
**Grade:** 9  
**Credit:** ½

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### DESCRIPTION

Composition is a half credit writing course required for all freshmen. Assigned writing will range from descriptive and narrative work to more analytical expositions and arguments. Students will write extensively in their journals and complete approximately six to eight writing assignments. Peer editing and basic grammar will be taught in the context of each assignment.

### TEXTS

A collection of formal and informal essays will be read as models for the writing assignments.

## WORK EXPECTATIONS

Punctual completion of essay assignments and revisions, as well as active participation in class discussion and peer editing, is expected.

## 108 English 10 Honors 109 English 10 Regents

**Curriculum Level:** Regents/Honors  
**Type of Assessment:** Essays, projects, papers, tests, and presentations  
**Prerequisite:** English 9  
**Grade:** 10  
**Credit:** 1

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### DESCRIPTION

English 10 includes an introduction to the ideas and concerns of what it means to be human. The course emphasizes the study of significant works from British and American Literature, as well as a variety of works from other periods and cultures to explore the roots of humanism. A major unit focuses on the Holocaust and other examples of human rights violations. When the opportunity arises, assignments and activities—including one or more research papers—may be designed in conjunction with topics taught in Social Studies courses to explore connections between the literature and its social and historical context. Grammar instruction builds on the ninth grade program and focuses on more sophisticated concepts.

### TEXTS

Core texts: *The Kite Runner*, *Of Mice and Men*, *Night*, a *Shakespearean Play*, *Short Story Unit*.

Additional texts may include *Master Harold...and the Boys*, *The Odyssey, 1984*, and *Fahrenheit 451*.

### WORK EXPECTATIONS

Students enrolled in this course will be expected to work individually as well as collaboratively. While traditional exams and quizzes will be given, heavy emphasis will be placed on analytical writing. When appropriate, students will complete creative projects and presentations.

Honors students will be given additional and more demanding texts/essay assignments to read each quarter. Honors students will also write one additional essay per quarter.

## SUMMER ASSIGNMENTS

All students will choose a summer reading book from a department generated list. In addition, Honors Students will read a second assigned text and complete supplementary assignments.

## 118 AP Language & Composition

**Curriculum Level:** Honors/AP  
**Type of Examination:** AP Examination  
**Prerequisite:** English 10 Honors or Regents (minimum grade of B+), or English 11 and a strong teacher recommendation  
**Grade:** 11 and/or 12  
**Credit:** 1

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### DESCRIPTION

AP Language & Composition is a year-long course that focuses predominantly on non-fiction with an emphasis on the essay as a literary genre. The course is designed, in part, to prepare students for the AP Language and Composition Examination. The curriculum includes a variety of essays by authors from different eras and cultures, as well as extensive independent reading assignments. Students will benefit from the careful analysis of reading passages and the crafting of analytical pieces. Throughout the year, students will analyze an author's use of language, consider the connection between style and theme, and strengthen critical thinking and reading skills. Students are assessed through regular reading quizzes and essay tests requiring an understanding of authors' techniques and the concerns of the literary eras covered. Students maintain reading logs and journal responses to develop an understanding of complex rhetorical strategies and the ways in which these strategies develop an understanding of authorial intent.

To earn Advanced Placement credit, students must complete all Advanced Placement assignments and are required to

take the Advanced Placement examination in May.

### TEXTS

Course texts generally include *In the Heart of the Sea*, *Friday Night Lights*, *In Cold Blood*, *Seabiscuit*, *A Small Place*, and *a Narrative of the Life of Frederick Douglass*.

Students also read and explore a variety of essays from anthologies and contemporary publications, works of fiction, visual rhetorical, speeches, and informational texts.

### WORK EXPECTATIONS

Students who take the course should be interested in the study and crafting of language. Essay assignments are rigorous and require students to think and write differently than in many English courses. Students will write a minimum of two out-of-class papers per marking period as well several in-class writing assessments each marking period.

Students will sit for AP practice exams and conduct an item analysis of their work in order to develop a deeper understanding of course content.

Students in AP Language are expected to read and complete assignments on a minimum of 1,200 pages of assigned outside reading texts.

Students are expected to engage in ongoing participation in class activities and discussions. Students will also complete homework assignments daily.

### SUMMER ASSIGNMENTS

Students taking this course will be required to complete three outside reading assignments the summer before entering the class. First, students will choose one book to read from the school-wide summer reading list. Second, students will read a book about writing. Third, students will be assigned a group of five essays and will complete an analysis worksheet on each essay.

## 120 English 11 Honors 121 English 11 Regents

**Curriculum Level:** Regents or Honors

**Type of Examination:** Common Core:  
English Language Arts

**Prerequisite:** English 10

**Grade:** 11

**Credit:** 1

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### DESCRIPTION

English 11 includes a survey of American literature. Students will read selections from American authors, discuss their reading, and write on topics related to their reading and to class discussion. Students will also synthesize ideas from a myriad of nonfiction sources. Students will continue to work on developing their writing skills, particularly on composing precise thesis statements and coherently presenting arguments. They also will complete outside reading assignments. Students also engage in a comprehensive research unit culminating in an extensive research paper and presentation. Students taking the course for Honors credit complete additional critical reading and writing assignments. All students will take the Regents Examination in English Language Arts in June.

### TEXTS

*The Things They Carried*, *Huckleberry Finn*, *A Narrative of the Life of Frederick Douglass*, *The Great Gatsby*, and additional works as appropriate.

### WORK EXPECTATIONS

Punctual completion of writing assignments, as well as appropriate preparation for vocabulary and literature tests is expected. Moreover, students are to participate in class activities and discussions, to write regularly in their writer's notebook/journal, to complete regular homework assignments, and to complete one research project.

### SUMMER ASSIGNMENTS

All students will select one book to read from the school-wide summer reading list. In addition, Honors students will read a



second assigned summer reading text and complete assignments in relation to this text.

## 130 AP Literature and Composition

**Curriculum Level:** Honors/AP

**Type of Examination:** AP Exam in Literature and school exam

**Prerequisite:** English 10 or 11 and teacher recommendation

**Grade:** 11 and/or 12

**Credit:** 1

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### DESCRIPTION

This course is designed for students who have demonstrated exceptional ability and interest in writing, reading and, discussing literature and ideas. The intent of the course is to engage students as active readers and thinkers. The course endeavors to help students become more sophisticated readers and writers, more skilled in getting and making meaning from their language. To accomplish this, works from a number of genres and a number of periods will be read, discussed, and written about throughout the course. Students will become acquainted with the principles underlying important rhetorical strategies, and the essential vocabulary of literary study, including connotation, metaphor, irony, tone, and symbolism.

### TEXTS

The specific texts studied vary from year to year, but works by authors such as the following are typical: Conrad, Dostoyevski, Faulkner, Hawthorne, Dickens, Bronte and Shakespeare.

### WORK EXPECTATIONS

Punctual completion of essays and their revisions, as well as appropriate preparation for tests and quizzes on the reading and the matters presented and discussed in class, is expected. All students are required to take the AP English Examination in May.

### SUMMER ASSIGNMENTS

Students will read three full-length texts and craft two writing assignments during the summer before class begins.

## 134 Satire and Social Commentary

**Curriculum Level:** Regents

**Type of Examination:** School

**Prerequisite:** English 11

**Grade:** 12

**Credit:** ½

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### DESCRIPTION

This course will study a number of examples of the forms of comedy and satire, literary and nonliterary, to see how these forms work to achieve their authors' often very serious purposes. To do this, the works of "classical" as well as modern writers, artists, and performers will be read, discussed, and written about.

### TEXTS

Works by Aristophanes, Shakespeare, Swift, Voltaire, Twain, Wilde, Waugh, Thurber, Boyle, and Vonnegut will be read, as will critical essays by Frye, White, Allen, and others.

### WORK EXPECTATIONS

Analytic reading of assigned texts, reading quizzes, frequent short analytical essays, journal work, and "creative" writing assignments using the methods of comedy/satire. Participation in class discussions and activities is also required.

### SUMMER ASSIGNMENT

All students will select one book to read from the school-wide summer reading list.

## 135 Composition/ELA Lab

**Curriculum Level:** Regents

**Type of Examination:** School

**Prerequisite:** Faculty recommendation. Enrollment in this class is determined through specific referrals. For further information, please see your Guidance Counselor

**Grade:** 9

**Credit:** 1

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### DESCRIPTION

Composition Extended/Writing Lab is a full year course that focuses on building students' competence in academic writing. The course covers all the topics taught in Composition but slows the pace of instruction to help students build writing skills. Assigned writing will range from descriptive and narrative work to more analytical expositions and arguments. Students will complete a minimum of five full-length process papers during the course, including a research paper. Peer editing and basic grammar will be taught in the context of each assignment.

### TEXTS

A collection of formal and informal essays will be read as models for the writing assignments.

### WORK EXPECTATIONS

Punctual completion of essay assignments and revisions, as well as active participation in class discussion and peer editing, is expected.

## 136 Contemporary Literature

**Curriculum Level:** Regents

**Type of Examination:** School

**Prerequisite:** English 11

**Grade:** 12

**Credit:** ½

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### DESCRIPTION

This course is designed to familiarize students with contemporary authors and trends in writing and storytelling over the last forty years. Students participate in discussions, write analytical papers, read outside reading books, and are encouraged to attend one literary event outside of school.

### TEXTS

The course texts may include: Hornby's *A Long Way Down*, Burgess' *A Clockwork Orange*, Morrison's *The Bluest Eye*, Edson's *Wit*, Gruen's *Water for Elephants*, and McCarthy's *The Road*. Related short stories and poems are also assigned.

### WORK EXPECTATIONS

Regular reading assignments, essay assignments, journals, participation in class discussions and outside reading.

### SUMMER ASSIGNMENT

Students will select one book to read from the school-wide summer reading list.

## 137 American Issues In Literature

**Curriculum Level:** Regents  
**Type of Examination:** School  
**Prerequisite:** English 11  
**Grade:** 12  
**Credit:** ½

### DESCRIPTION

This course examines current American issues through a variety of literature and multimedia presentations. Students should expect to use literature to examine crucial social, political and economic issues of 20<sup>th</sup> century America. The course examines music as poetry, speeches as persuasive writing, fiction as a way to comment on issues and the role of journalism and movies in America. The course will give students the opportunity to select literature and activities that will help develop an understanding of how writing can affect social change.

### TEXTS

Selected poems, short stories, plays, and contemporary essays will be assigned.

### WORK EXPECTATIONS

Regular reading and writing assignments, participation in class discussions, debates, presentations, and the completion of an independent project tailored to student interests.

## 138 Creative Writing

**Curriculum Level:** Regents  
**Type of Examination:** Portfolio  
**Prerequisite:** English 10 or 11 and teacher recommendation  
**Grade:** 11 and 12 (preference given to 12<sup>th</sup> graders)  
**Credit:** ½

### DESCRIPTION

The course covers four main genres of writing: the personal fictional narrative, the short story, poetry and scriptwriting. Students will study model texts and produce their own works in each of the four genres.

### TEXTS

Selected examples of the four genres will be assigned at the instructor's discretion.

### WORK EXPECTATIONS

Intensive writing will occur; only those students serious about their writing will be enrolled. The class will often take the form of a writing workshop, i.e., peer interaction and criticism will play a significant role.

### SUMMER ASSIGNMENT

Students will select one book to read from the school-wide summer reading list.

## 139 Modern Gothic Literature

**Curriculum Level:** Regents  
**Type of Examination:** School  
**Prerequisite:** English 11  
**Grade:** 12 (11 only with teacher recommendation from grade 10)  
**Credit:** ½

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### DESCRIPTION

The course examines the work of Stephen King, chronologically as well as thematically. Short stories, novels, and non-fiction will be studied. Course work will consist of extensive reading, much analytical and reader-response writing, as well as the writing of fiction. A typical class will involve oral reading, listening, discussion/evaluation of the current reading.

### TEXTS

Required reading will consist of a sampling of King's work, including novels such as *The Shining*, *Misery*, and *Dreamcatcher*; the multi-volume epic *The Dark Tower*; short stories from *Skeleton Crew*, *Nightmares and Dreamscapes*, and *Everything's Eventual*; and the nonfiction books *Danse Macabre* and *On Writing*.

### WORK EXPECTATIONS

Punctual completion of the assigned reading and writing will be expected. Emphasis will also be placed on class participation and discussion.

### SUMMER ASSIGNMENT

Students will select one book to read from the school-wide summer reading list.

## 144 Yearbook Journalism

**Curriculum Level:** Regents  
**Type of Examination:** School  
**Prerequisite:** Permission from the Advisor/Teacher  
**Grades:** 11, 12  
**Credit:** 1

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### DESCRIPTION

This course will focus on producing the RHS yearbook. Students will learn and apply all the aspects of yearbook production: planning, covering a story, writing copy, creating layouts, taking photographs, coordinating multiple tasks. Most work will be done digitally, using the publisher's online design program. Students will work in teams, reviewing and critiquing each others' work, to meet real-life production deadlines. Emphasis will be placed on broad coverage of school activities.

### TEXTS

A variety of outside reading selections.

### WORK EXPECTATIONS

Students who take this course should be prepared to take leadership roles in yearbook production and to demonstrate creativity and fairness in how they cover school activities. They will be expected to work independently outside of class to complete assignments.

## 152 Public Speaking and Debate

**Curriculum Level:** Regents  
**Type of Examination:** School  
**Prerequisite:** English 11  
**Grade:** 12  
**Credit:** ½

### DESCRIPTION

This course is designed to help students increase their confidence and competence in public speaking. The students will learn how to keep an audience engaged to present relevant information to an audience and how to use both logic and emotion to persuade their audience. The second part of the course focuses on teaching students how to listen critically and participate in debate. Throughout the course, students will critique famous speeches and analyze how the speakers effectively persuade audiences. By participating in this course, students will be better able to participate in high-level discussions in college and beyond.

### TEXTS

*Competitive Debate*. Supplemental texts will include famous speeches and debates.

### WORK EXPECTATIONS

In addition to preparing speeches and performing them, students will be expected to write analysis of speeches, and to critique one another's performances.

### SUMMER ASSIGNMENT

Students must select one book to read from the school-wide summer reading list.

## 246 Introduction to Philosophy

**Curriculum Level:** Regents  
**Type of Examination:** Portfolio  
**Prerequisite:** English 11  
**Grade:** 12  
**Credit:** ½

### DESCRIPTION

This course is organized around open-ended questions that continue to challenge many philosophers. The course begins with a Survey of western philosophy from the Pre-Socratics through 20th Century Existentialism.

In the second half of the course, students will apply a philosophic method to addressing three difficult philosophic questions. For example, students in the past have chosen to study ethics, politics, metaphysics, human nature, and artificial intelligence. Students who take this course will learn how to defend their own ideas as well as critique the conclusions reached by some of the greatest thinkers in the western tradition. Students will be required to derive and defend their own ideas using philosophic method.

### TEXT

*Sophie's World*

### WORK EXPECTATIONS

Students are expected to read and write nightly, and to participate actively in class discussions. Students will be expected to read philosophic essays, and contemporary non-fiction articles.

### SUMMER ASSIGNMENT

Students must select one book to read from the school-wide summer reading list.

## 586 Play Writing

The full description of this course can be found in the Theater Arts Section of this book.

# **ENGLISH LANGUAGE LEARNING PROGRAM**

The Rye High School ELL/ENL classes are designed to help non-native English speakers refine and strengthen their English language skills as determined by NYS Common Core standards under English as a New Language. English language learners are required to take ELL (ENL) classes in order to help them attain (AYP) annual yearly progress. Their English proficiency is measured each year using the NYSESLAT. Students in grades 9-12 have instructional time daily for one class period.

# **SOCIAL STUDIES DEPARTMENT**

**T**he Social Studies Department at Rye High School offers a rich and dynamic curriculum in history and the social sciences. All students are required to complete a four-year sequence of social studies courses and take New York State Regents examinations in both Global History and Geography, and United States History and Government. At every grade level, the individual needs of students are met by providing remedial assistance when necessary, as well as a full array of Honors-level, Advanced Placement, and elective programs. All social studies courses are designed to balance both breadth and depth in content knowledge and to develop a wide variety of skills which are demanded of citizens in today's world, including critical thinking, research, collaborative effort, and written and oral expression.

## **201 Global History 9 202 Global History 9 Honors**

**Curriculum Level:** Regents & Honors  
**Type of Examination:** Final Project  
**Prerequisite:** Social Studies 8  
**Grade:** 9 (2-year program)  
**Credit:** 1

### **DESCRIPTION**

Global History 9RH is an in-depth study of world history and themes. Grade 9 content encompasses the time period from the rise of early civilizations to 1750. Class time is devoted to a variety of activities, including lecture-discussions and student-centered projects, problem-solving activities, presentations, and simulations.

The course emphasizes the development of such skills as written and oral expression, research, and critical thinking, and analysis of primary source documents. The course concludes with a final project focused on enduring historical issues and their impact on current events. Students may earn Honors designation by successfully completing Honors-level assignments and maintaining a high level of performance.

### **TEXTS**

*World History: Patterns of Interaction* by Beck, et al.

### **WORK EXPECTATIONS**

Participation in class discussions and activities, daily reading and writing assignments, quizzes, tests, essays, and research projects.

## **210 Global History 10 Honors 211 Global History 10 Regents**

**Curriculum Level:** Regents & Honors  
**Type of Examination:** NYS Regents  
**Prerequisite:** Global History 9R/H  
**Grade:** 10 (2-year program)  
**Credit:** 1

### **DESCRIPTION**

Global History 10 is the second of a two-year course that provides the in-depth study of world history and themes. Grade 10 encompasses the time period from the Age of Absolutism to the present. Class time is devoted to a variety of activities, including lecture-discussions and student-centered projects, problem-solving activities, presentations, and simulations.

The course emphasizes the development of such skills as written and oral expression, research, and critical thinking. Students may earn Honors designation by successfully completing Honors-level assignments and maintaining a high level of performance.

### **TEXT**

*World History: Patterns of Interaction* by Beck, et al.

### **WORK EXPECTATIONS**

Participation in class discussions and activities, daily reading and writing assignments, quizzes, tests, essays, and research projects.



**223 US History &  
Government 11 Regents  
225 US History &  
Government 11 Honors**

**Curriculum Level:** Regents/Honors  
**Type of Examination:** US History & Government Regents Examination  
**Prerequisite:** Global History 9 & 10  
**Grade:** 11  
**Credit:** 1

**DESCRIPTION**

United States History and Government 11 explores important events and themes in the nation's history from the Colonial Era to the present. Class time is devoted to a variety of activities, including lecture-discussions and student-centered projects, problem-solving activities, presentations, and simulations. The course emphasizes the development of such skills as written and oral expression, research, and critical thinking. Students may earn Honors designation by successfully completing Honors-level assignments and maintaining a high level of performance.

**TEXTS**

*American Voices*, by Berkan et al.  
*Nation of Nations* by Davidson et al.

**WORK EXPECTATIONS**

Participation in class discussions and activities, daily reading and writing assignments, quizzes, tests, essays, and research projects.

**230 AP United States  
History**

**Curriculum Level:** Advanced Placement  
**Type of Examination:** AP Examination and US History & Government Regents Examination  
**Prerequisite:** Global History 9 & 10, honors criteria, teacher recommendation.  
**Grades:** 11  
**Credit:** 1

**DESCRIPTION**

Advanced Placement United States History is intended for students interested in doing advanced work toward the possible attainment of college credit in United States History. This course is organized around an in-depth chronological examination of the major movements, ideas and events in United States history from 1492 to the present. Class time is devoted to a wide variety of activities designed to encourage students to gain a comprehensive knowledge of the nation's past as well as the ability to analyze and interpret enduring issues and themes.

Students read a wide variety of primary and secondary sources, critically examine conflicting historical interpretations, and complete several research-oriented writing assignments.

In May, students take the AP United States History Examination, administered by the College Board. Due to the extensive workload, this course is recommended for highly motivated students.

**TEXTS**

*The Enduring Vision* by Boyer et al; *The American Spirit Vol. I, II* edited by Bailey and Kennedy; *A People's History of the United States* by Zinn.

**WORK EXPECTATIONS**

Daily reading and writing assignments, short and long-term research projects, quizzes, and papers. Participation in class discussions, simulations and presentations.

## 232 AP European History

**Curriculum Level:** Advanced Placement

**Type of Examination:** AP Examination, NYS Global Regents Examination

**Prerequisite:** Honors criteria and teacher recommendation

**Grades:** 10, 11, 12

**Credit:** 1

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### DESCRIPTION

AP European History is a college-level course designed to prepare students for the Advanced Placement exam in European History and the NYS Global History Regents. Students pursue an in-depth study of European history and Europe's global interactions from 1450 to the present. Students examine pivotal events and themes in European history and their impact on the world. Through the close study of primary and secondary sources, students evaluate competing interpretations of historical turning points. There is a strong emphasis on analytical thinking and participation in class discussions and seminars. Successful completion of the course will earn students New York State Regents credit for tenth grade history and the potential to earn college credit. Due to the extensive workload, this course is recommended for highly motivated students. Students are expected to complete a sizable volume of textbook reading, note taking, and essay writing.

All students will be required to take the Advanced Placement exam in May.

### TEXT

*Western Civilization* Jackson J. Spielvogel.

### WORK EXPECTATIONS

Expectations include participation in class discussions and activities, daily reading and writing assignments, quizzes, tests, essays, and research projects.

## 234 AP US Government & Politics

**Curriculum Level:** Advanced Placement

**Type of Examination:** AP Examination

**Prerequisite:** Social Studies 11, Honors criteria and teacher recommendation

**Grade:** 12

**Credit:** 1

---

### DESCRIPTION

AP United States Government and Politics is a college-level political science course designed to help students gain a greater understanding of contemporary American politics and the workings of the American Government. It is reading and writing intensive; great emphasis is placed on analytical thinking and the development of strong writing skills. The course begins with an examination of the American political culture. Students then explore the political and ideological roots of the U.S. Constitution, with a special focus on federalism and civil liberties. The primary focus of the course is an investigation of the relationships between the formal and informal institutions of government and their effects on the development of public policy in the United States.

### TEXTS

*American Government: Continuity and Change* by Karen O'Connor and Larry J. Sabato

### WORK EXPECTATIONS

Expectations include participation in class discussions and activities, daily reading and writing assignments, quizzes, tests, essays, and research projects.

All students will be required to take the Advanced Placement exam in May.

## 235 AP World History

**Curriculum Level:** Advanced Placement

**Type of Examination:** AP World History Examination and NYS Global History Regents Examination

**Prerequisite:** Honors criteria and teacher recommendation

**Grades:** 10, 11, 12

**Credit:** 1

---

### DESCRIPTION

AP World History is a college-level history course designed to prepare students for the Advanced Placement World History exam and the NYS Global History Regents exam. Students pursue an in-depth study of global history (Europe, North America, South America, the Caribbean, Asia, the Middle East, and Africa) from early human history to the present. There is a strong emphasis on analytical thinking and writing in this course. By examining primary and secondary sources, students develop greater understanding of the evolution of global societies. Successful completion of this course will earn students New York State Regents credit for tenth grade global history and the potential to earn college credit.

All students will be required to take the Advanced Placement exam.

Due to the extensive workload, this course is recommended for highly motivated students. The course transitions from 9<sup>th</sup> grade with AP World History Summer Assignment, and extensive study of human history from 600 BCE to 600 CE. The summer assignment is assessed during the first week of classes in September.

### TEXT

*Traditions and Encounters* by Jeremy Bentley and Herb Ziegler

### WORK EXPECTATIONS

Expectations include participation in class discussions and activities supported by daily college level text reading outside of class (traditionally a minimum of 60 minutes for many students).

An assortment of assessments include College Board based writing assignments, quizzes, tests, and research projects.

## 236 Economics

**Curriculum Level:** Regents

**Type of Examination:** School

**Prerequisite:** Social Studies 11

**Grades:** 12 or 11 with teacher consent

**Credit:** ½

---

### DESCRIPTION

A one-semester course intended to acquaint students with the role of economics in American society. Students study those forces which affect economic decision-making, including the role of government, the role of society, and their own personal roles. Basic concepts such as scarcity, supply and demand, productivity and opportunity cost are examined. Other economic systems are also studied and compared.

### TEXT

*Economics, Institutions and Analysis* by Antell.

### WORK EXPECTATIONS

Class discussion, daily homework assignments and tests.

## 238 AP Macroeconomics

**Curriculum Level:** Advanced Placement

**Type of Examination:** Final or research paper and AP Examination

**Prerequisite:** Honors criteria and teacher recommendation

**Grade:** 12

**Credit:** 1

---

### DESCRIPTION

This course is an introductory college-level course in Macroeconomics. This course will give students a thorough understanding of the principles of economics that apply to the functions of individual decision-makers, both consumers and producers, within the larger economic system. Macroeconomics will give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Particular emphasis will be placed on the study of national income and price determination, economic performance measures, banking and money supply, economic growth and international economics. Students are also encouraged to pursue microeconomics topics.

All students will be required to take the Advanced Placement exam in May.

**TEXT:** *Foundations of Economics, 7<sup>th</sup> Edition, by Bade and Parkin*

### WORK EXPECTATIONS

Daily homework, periodic quizzes and tests, current economic newspaper articles, and research projects.

## 240 Participation in Gov't

**Curriculum Level:** Regents

**Type of Examination:** School

**Prerequisite:** Social Studies 11

**Grade:** 12

**Credit:** ½

---

### DESCRIPTION

Participation in Government is a one-semester course designed to prepare students with the skills needed to become responsible citizens. Units include interconnections between the local, state, and national government, the rights and responsibilities of citizenship, political parties, the voting process, the jury system, and lobbying, as well as current events related to the political process and citizenship.

### TEXT

*National Issues Forum*

### WORK EXPECTATIONS

Participation in class discussions and activities, daily homework assignments, essays, quizzes, tests.

## 247 History of New York City

**Curriculum Level:** Regents  
**Type of Examination:** Project  
**Prerequisite:** None  
**Grades:** 11, 12  
**Credits:** ½

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### DESCRIPTION

History of the City of New York is a one-semester course that explores the major political, economic, social, and cultural events that have shaped the development and character of New York City.

The course is structured chronologically utilizing a student-centered interdisciplinary approach which encourages students to focus on their individual strengths and areas of interest.

### WORK EXPECTATIONS

Participation in class discussion, daily homework, and optional field trips.

## 248 Introduction to Psychology

**Curriculum Level:** Regents  
**Type of Examination:** Final project  
**Prerequisite:** None  
**Grades:** 10, 11, 12  
**Credit:** ½

---

### DESCRIPTION

This half-year course offers a broad overview of psychology, the study of human behavior and mental processes. Particular emphasis will be placed upon theories of development, abnormal psychology, and social psychology.

The course will apply psychological concepts to other fields and disciplines, including ethics, literature, law, health, business, entertainment, and education.

### TEXT

To be assigned.

### WORK EXPECTATIONS

Reading assignments, written assignments, reflections, quizzes, tests, papers, major research projects, and participation in class discussions, debates, activities and a field trip.

## 250 AP Psychology

**Curriculum Level:** Advanced Placement

**Type of Examination:** AP Examination

**Prerequisite:** Honors criteria and teacher recommendation

**Grades:** 11, 12

**Credits:** 1

---

### DESCRIPTION

This full-year course is intended for students who are interested in doing advanced work toward the possible attainment of college credit in Psychology. The course is interdisciplinary in nature, drawing heavily on concepts in biological science in addition to the social sciences and history. The course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

All students will be required to take the Advanced Placement Exam in May.

### TEXT

*Psychology*, David G. Myers

### WORK EXPECTATIONS

Nightly reading assignments, weekly tests, active research projects, participation in class demonstrations, labs, and oral discussions. Strong writing skills and an ability to work independently are expected.

### SUMMER ASSIGNMENTS

Students are required to complete a summer assignment as a prerequisite for the course; students must read and complete reflections on *Incognito: The Secret Lives of the Brain*, by David Eagleman, and lead and participate in discussions of the book during the first week of the course.

## 924 AP Art History and Architecture

**Curriculum Level:** Advanced Placement

**Type of Examination:** Advanced Placement exam by the College Board

**Prerequisite:** None

**Grades:** 10, 11, 12

**Credit:** 1

---

### DESCRIPTION

This is an introductory course on the history of art and architecture. A central aim of art history is to determine the original context of works of art in order to understand why they look the way they do and, most importantly, why they were made at all. This course will provide students with a knowledge of the arts from early Classical Era to the work of living artists today throughout the world. Students who take this course do not have to create art, but need to attend field trips during school to the Metropolitan Museum of Art and the Museum of Modern Art.

### TEXT

*Gardner's "Art Through the Ages,"* enhanced 15th edition, Khan Academy Digital Videos on the History of Art.

### WORK EXPECTATION

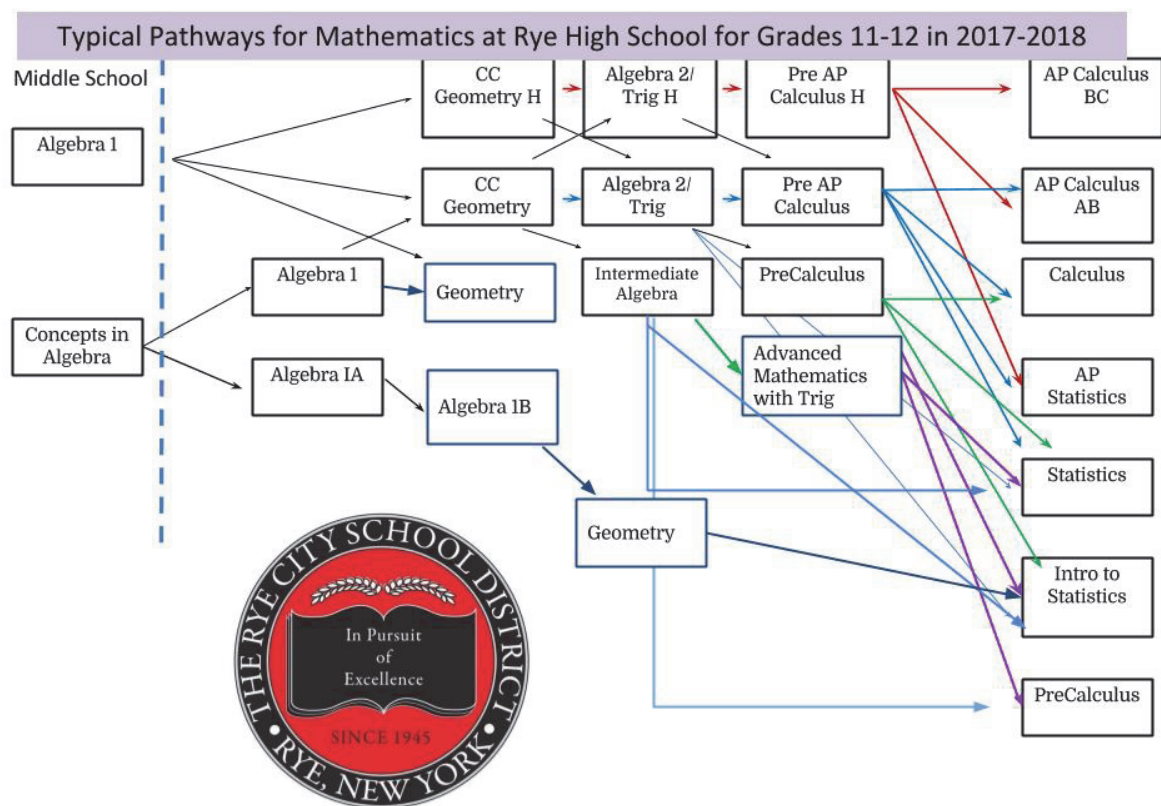
Students are required to sit for Advanced Placement exam in May.

### SUMMER ASSIGNMENTS

Students will be asked to write a 2 page reflection comparing and contrasting two works of art from different time periods on the same topic. A list of suggestions will be provided.

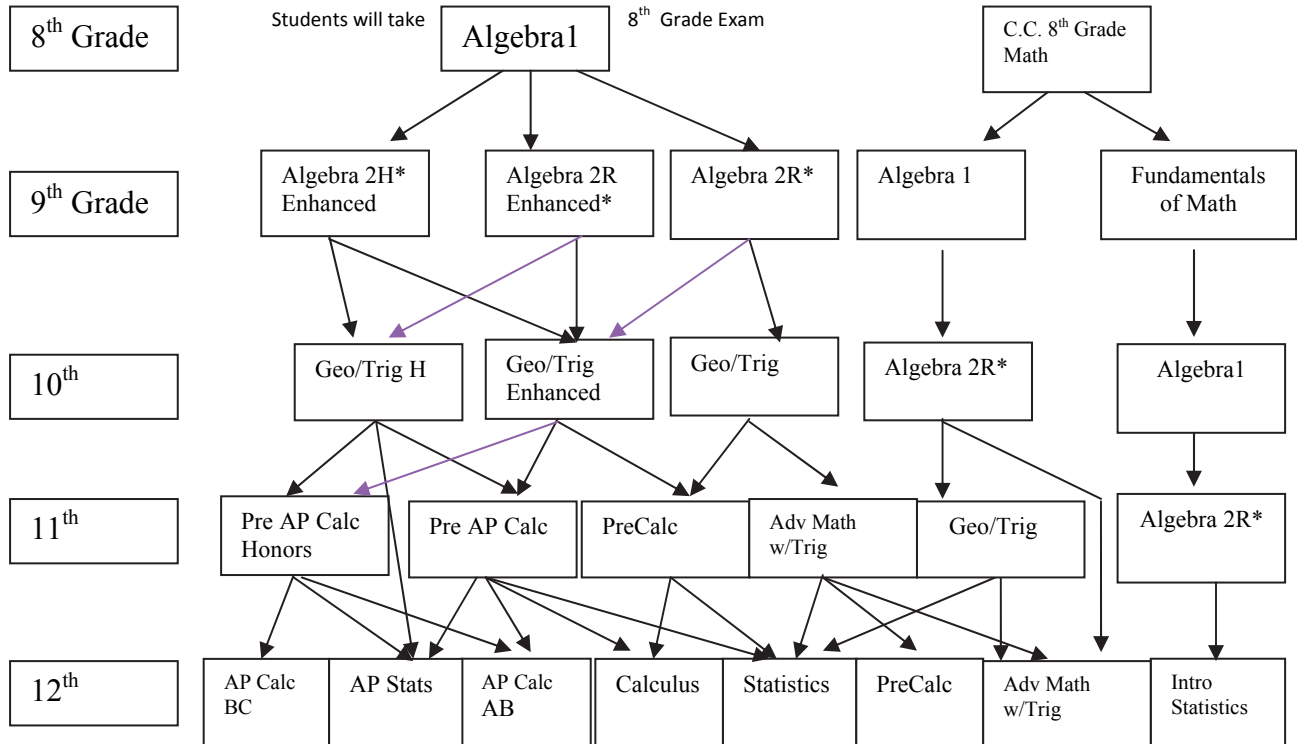
# MATHEMATICS DEPARTMENT

Today's society demands an ever-increasing proficiency in mathematics. Recognizing this need, the Mathematics Department of Rye High School offers a wide variety of courses for students of all ability levels. These courses stress both computational skill and understanding of the basic and underlying concepts which tend to unify mathematical thought. The Math Department attempts to meet the students at their ability level and then challenge them to think in depth and acquire a firm foundation upon which to build as their education continues in college or in their careers. We offer a variety of rigorous pathways in mathematics which are excellent vehicles for the mathematical preparation of the literate, intelligent citizens our rapidly changing society demands. Students need to pass the Common Core Algebra Course and Regents exam in order to graduate.



\*\* During 11<sup>th</sup> and 12<sup>th</sup> grade, students have the option to enroll in multiple mathematics courses.

**New Revised Math Pathways for Freshmen and Sophomores 2017-2018**



\*Students will take Common Core Algebra Regents at the end of Algebra 2.

→ Indicates movement is possible



## 294 Common Core Algebra 1 B R

**Curriculum Level:** Regents  
**Type of Examination:** Common Core  
Algebra Regents Exam  
**Prerequisite:** Concepts in Algebra or  
Algebra 1 A  
**Grades:** 9, 10, 11  
**Credit:** 1

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### DESCRIPTION

This course completes New York State's introductory algebra curriculum. Topics covered will be number systems, operations with algebraic expressions, equations and inequalities, ratio and proportions, graphing functions, special products and factors, radicals, quadratic functions, algebraic fractions and equations, and probability and statistics.

The Regents exam will be given in June.

### TEXT

*Integrated Algebra I*, Amsco.

A graphing calculator will be needed for this course.

### WORK EXPECTATIONS

Daily homework will be assigned.

## 297 Fundamentals of Math

**Curriculum Level:** Regents  
**Type of Examination:** School Exam  
**Prerequisite:** Math 8  
**Grade:** 9, 10, 11  
**Credit:** 1

---

### DESCRIPTION

This course is designed to prepare students who wish to enter Algebra 1 the following year. Topics include solving algebraic expressions, principles involving graphing and studying linear equations among other topics.

### TEXT

*TBA*

### WORK EXPECTATIONS

Daily homework will be assigned.

## 300 Algebra 1

**Curriculum Level:** Regents  
**Type of Examination:** School Exam  
**Prerequisite:** Math 8  
**Grades:** 9  
**Credit:** 1

---

### DESCRIPTION

This course covers: linear equations and inequalities, relations and functions, systems of linear equations and inequalities, radicals, exponents, descriptive statistics, polynomials, and factoring.

### TEXT

*Algebra I*, Amsco.

A graphing calculator will be needed for this course.

### WORK EXPECTATIONS

Daily homework will be assigned.

## 301 Algebra 2R

**Curriculum Level:** Regents  
**Type of Examination:** Common Core  
Algebra 1 Regents Exam  
**Prerequisite:** Algebra 1  
**Grades:** 9, 10  
**Credit:** 1

---

### DESCRIPTION

This course covers core topics in probability, relations & functions, quadratic functions, equations, graphs & applications, polynomial functions, rational expressions & equations, exponential functions, logarithmic functions, sequences & series, and statistics.

The Common Core Algebra Regents 1 will be given in June.

### TEXTS

*Algebra I*, Amsco.

*Algebra 2/Trigonometry*, Amsco

A graphing calculator will be needed for this course.

### WORK EXPECTATIONS

Daily homework will be assigned.

## 302 Algebra 2R Enhanced

**Curriculum Level:** Regents  
**Type of Examination:** Common Core Algebra Regents Exam  
**Prerequisite:** 80 average or better Algebra 1 and Teacher Recommendation  
**Grades:** 9, 10  
**Credit:** 1

---

### DESCRIPTION

This course comprehensively covers probability, relations & functions, quadratic functions, equations, graphs & applications, polynomial functions, rational expressions & equations, exponential functions, logarithmic functions, sequences & series, and statistics.

The Common Core Algebra 1 Regents will be given in June.

### TEXTS

*Algebra 1*, Amsco.

*Algebra 2/Trigonometry*, Amsco

A graphing calculator will be needed for this course.

### WORK EXPECTATIONS

Daily homework will be assigned.

## 303 Algebra 2H Enhanced

**Curriculum Level:** Honors  
**Type of Examination:** Common Core Algebra 1 Regents Exam  
**Prerequisites:** 95 average or better in Algebra 1 and Teacher Recommendation  
**Grades:** 9, 10  
**Credit:** 1

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### DESCRIPTION

This is an Advanced Algebra 2 course in which topics covered are done so in a rigorous and rapid setting. These topics include probability, relations & functions, equations, graphs & applications, polynomial functions, rational expressions & equations, exponential functions, logarithmic functions, sequences & series, and statistics. In addition, advanced mathematical concepts from PreCalculus will be incorporated into this course. The Common Core Algebra 1 Regents will be given in June.

### TEXTS

*Algebra 1* Amsco

*Algebra 2/Trigonometry*, Amsco

A graphing calculator will be needed for this course.

### WORK EXPECTATIONS

Higher order thinking skills are stressed in problem solving. There is a substantial exploration of additional related topics at an advanced level.

## 324 Geometry

**Curriculum Level:** School

**Type of Examination:** School Exam

**Prerequisite:** Algebra I or Algebra IB

**Grade:** 9, 10, 11, 12

**Credit:** 1

---

### DESCRIPTION

This course covers the core topics in the geometry curriculum. Topics covered will include basic geometric proofs, basic congruent and similar triangle proofs, parallel lines, quadrilaterals, coordinate geometry, locus, circles and their properties, and transformations.

### TEXT

*Geometry*, Amsco.

A graphing calculator will be needed for this course.

### WORK EXPECTATIONS

Daily homework assignments will be given.

## 326 Geometry/Trigonometry

**Curriculum Level:** School

**Type of Examination:** School Exam

**Prerequisites:** Algebra 2R

**Grade:** 10, 11

**Credit:** 1

---

### DESCRIPTION

This course covers the core topics in the Geometry/Trigonometry curriculum.

It will introduce the student to geometric terms, theorems, and basic proofs. Ideally, a student will understand and be able to work with congruent triangles, parallelograms, circles and polygons. Students will receive periodic reviews of algebra during this course of study. Students will also receive a basic introduction to trigonometry.

### TEXT

*Geometry*, Amsco

A graphing calculator will be needed for this course.

### WORK EXPECTATIONS

Daily homework assignments will be given.

## 327 Geometry/Trigonometry Enhanced

**Curriculum Level:** Regents  
**Type of Examination:** School Exam  
**Prerequisite:** 80 average or better in Algebra 2R Enhanced/90 or better in Algebra 2R and Teacher Recommendation.  
**Grade:** 10, 11  
**Credit:** 1

---

### DESCRIPTION

This course comprehensively covers topics in the geometry/trigonometry curriculum. Students will be introduced to geometric terms, theorems, and formal and informal proofs. Ideally, a student will receive periodic reviews of algebra during this course of study. Students will receive an introduction to trigonometric functions including the Unit Circle, Law of Sines, Law of Cosines, trigonometric identities, trigonometric graphs, trigonometric inverses and solutions of triangles.

### WORK EXPECTATION

Daily homework assignments will be given.

## 328 Geometry/Trigonometry Enhanced Honors

**Curriculum Level:** Honors  
**Type of Examination:** School  
**Prerequisites:** 90 average or better in Algebra 2R Enhanced Honors/95 or better in Algebra 2R Enhanced and teacher recommendation.  
**Grade:** 10, 11  
**Credit:** 1

---

### DESCRIPTION

This is an advanced Geometry Trigonometry course in which topics covered are done so in a rigorous and rapid setting. Students will study geometric terms, theorems, and formal and informal proofs.

Students will work with congruent triangles, parallelograms, circles and polygons. Students will receive periodic reviews of algebra during this course of study. Students will receive study trigonometric functions including the Unit Circle, Law of Sines, Law of Cosines, trigonometric identities, trigonometric graphs, trigonometric inverses and solutions of triangles.

In addition, advanced mathematical concepts from Pre-Calculus will be incorporated into this course.

### TEXTS

*Geometry*, Amsco

*Algebra 2/Trigonometry*, Amsco

A graphing calculator will be needed for this course.

### WORK EXPECTATIONS

Higher order thinking skills are stressed in problem solving. There is a substantial exploration of additional related topics at an advanced level.

## 337 Advanced Mathematics with Trigonometry

**Curriculum Level:** Regents  
**Type of Examination:** School Exam  
**Prerequisite:** Intermediate Algebra  
Teacher Recommendation  
**Grades:** 11/12  
**Credit:** 1

---

### DESCRIPTION

A course which includes a thorough discussion of trigonometry with applications and college-level algebra including exponents, logarithms, solutions of higher order polynomial equations, sequences, series and probability.

### TEXT

*2<sup>nd</sup> Edition PreCalculus-Glencoe*

### WORK EXPECTATIONS

Daily assignments will be given.

## 330 AP Calculus AB

**Curriculum Level:** Honors/AP  
**Type of Examination:** Advanced Placement Exam  
**Prerequisite:** 90 Average in Pre-AP Calculus, Teacher Recommendation  
**Grade:** 12  
**Credit:** 1

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### DESCRIPTION

A college-level course which includes such topics as limits, differentiation, integration, techniques and applications of differentiation and integration, differential equations and transcendental functions. Designed for the able and highly motivated student.

All Students are required to take the Advanced Placement exam in May.

### TEXT

*Calculus; 10<sup>th</sup> Ed Larson.*

A graphing calculator is required.

### WORK EXPECTATIONS

Daily reading and/or written assignments will be given in order to reinforce the material presented in class. In addition, outside research on supplementary topics may be required.

## 331 AP Calculus BC

**Curriculum Level:** Honors/AP

**Type of Examination:** Advanced Placement Exam

**Prerequisite:** 90 Average in Pre AP Calculus Honors

**Grade:** 12

**Credit:** 1

---

### DESCRIPTION

The conclusion of the AB Calculus curriculum with the addition of integration by parts, sequences and series, partial fractions, logistic growth, and parametric, vector and polar functions.

All Students are required to take the Advanced Placement exam in May.

### TEXT

*Calculus 8th Ed.*, Larson, Hostetler, Edwards.

A graphing calculator is required.

### WORK EXPECTATIONS

Daily reading and/or written assignments will be given in order to reinforce the material presented in class. In addition, outside research on supplementary topics may be required.

## 333 Pre-Calculus

**Curriculum Level:** Regents

**Type of Examination:** School Exam

**Prerequisite:** Algebra 2/Trigonometry

**Grade:** 11, 12

**Credit:** 1

---

### DESCRIPTION

This course includes functions, conic sections, sequences and series, limits, solutions of higher degree equations, and an introduction to differentiation.

### TEXT

*Precalculus*, 2<sup>nd</sup> Ed., Glencoe

A graphing calculator will be needed for this course.

### WORK EXPECTATIONS

Daily homework assignments will be given.

## 334 Pre- AP Calculus

**Curriculum Level:** Regents

**Type of Examination:** School Exam

**Prerequisite:** 85 Average or better in Algebra 2/Trigonometry.

Teacher recommendation

**Grades:** 11, 12

**Credit:** 1

---

### DESCRIPTION

This course is designed for students who plan to study Calculus. Includes college-level algebra, function theory, solution of equations, graphing, exponentials and logarithms, the circular functions, the conic sections, analytic geometry, theory of limits, derivatives of algebraic functions, and applications of derivatives.

### TEXT

*Precalculus*, 2<sup>nd</sup> Ed., Glencoe.

A graphing calculator will be needed for this course.

### WORK EXPECTATIONS

Daily reading and writing assignments will be given in order to reinforce the material presented in class.

## 335 Pre-AP Calculus Honors

**Curriculum Level:** Honors

**Type of Examination:** School Exam

**Prerequisite:** 90 Average or better in Algebra 2/Trigonometry Honors.

Teacher recommendation

**Grade:** 11

**Credit:** 1

---

### DESCRIPTION

This course is the conclusion of Pre-Calculus and beginning of AP Calculus. Topics covered include theory of limits, solutions of higher degree equations, derivatives of algebraic functions, and the applications of derivatives. The second

semester will include differentiation and integration.

### TEXT

*Precalculus*, 2<sup>nd</sup> Ed., Glencoe and *Calculus*, 7<sup>th</sup> Ed. Larson, Hostetler, Edwards.

A graphing calculator will be needed for this course.

### WORK EXPECTATIONS

\*Higher order thinking skills are stressed in problem solving. There is a substantial exploration of additional related topics at an advanced level.

## 347 Calculus

**Curriculum Level:** Regents

**Type of Examination:** School Exam

**Prerequisite:** Pre-Calculus or Pre-AP Calculus, Teacher recommendation

**Grade:** 12

**Credit:** 1

---

### DESCRIPTION

This is college level course that introduces such topics as limits, differentiation, integration, techniques, and applications of differentiation and integration.

### TEXT

*Calculus*; 7<sup>th</sup> Ed. Larson, Hostetler, Edwards.

A graphing calculator is required.

### WORK EXPECTATIONS

Daily reading and/or written assignments will be given in order to reinforce the material presented in class. In addition, outside research on supplementary topics may be required.

## 338 Statistics

**Curriculum Level:** Regents  
**Prerequisite:** Intermediate Algebra  
**Grade:** 11, 12  
**Credit:** 1  
**Type of Exam:** School Exam

---

### DESCRIPTION

This course is an introduction to a one semester course at the college level. The course is divided into four categories: Exploring Data, Planning a Study, Anticipating Patterns and Statistical Inference. Students will be introduced to the major concepts and tools for collecting, analyzing and drawing conclusions from data.

### TEXT

*Stats: Modeling the World*, Bock, Velleman, DeVeaux.

A graphing calculator is required.

### WORK EXPECTATIONS

Daily reading and written assignments will be given.

## 339 AP Statistics

**Curriculum Level:** Honors/AP  
**Type of Examination:** AP Exam  
**Prerequisites:** Algebra 2/Trigonometry with a grade of 90 or better.  
**Grade:** 11, 12  
**Credit:** 1

---

### DESCRIPTION

This course is the equivalent to a one semester introductory course at the college level. The course is divided into four categories: Exploring Data, Planning a Study, Anticipating Patterns and Statistical Inference. Students will be introduced to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students must take the Advanced Placement exam in early May.

### TEXT

*The Practice of Statistics 4<sup>th</sup> Edition*, Yates, Moore and Starnes.

A graphing calculator is required.

### WORK EXPECTATIONS

Daily reading and written assignments will be given.

## 343 Introduction to Statistics

**Curriculum Level:** Regents  
**Type of Exam:** School Exam  
**Prerequisites:** Geometry or Intermediate Algebra or Algebra2/Trigonometry  
**Grade:** 11, 12  
**Credit:** 1

---

### DESCRIPTION

This course is an introduction to the basic fundamentals of Statistics. Students will be introduced to the concepts and tools for collecting, analyzing and drawing conclusions from data.

### TEXT

*Stats: Modeling the World*, Bock, Velleman, DeVeaux

A graphing calculator is required.

### WORK EXPECTATIONS

Daily reading and writing assignments will be given in order to reinforce the material presented in class.



## 344 Intermediate Algebra

**Curriculum Level:** School  
**Type of Examination:** School Exam  
**Prerequisite:** Geometry or Common Core Geometry.  
**Grade:** 10, 11, 12  
**Credit:** 1

---

### DESCRIPTION

This course covers the core of the Algebra 2 curriculum. Topics covered will include integers, rational numbers, real numbers and radicals, relations and functions, quadratic functions and complex numbers, sequences and series, exponential functions, statistics, and probability.

### TEXT

*Algebra 2/Trigonometry*, Amsco.  
A graphing calculator will be used in the course.

### WORK EXPECTATIONS

Daily homework assignments will be given.

## 345 Algebra 2/Trig

**Curriculum Level:** Regents  
**Type of Exam:** School Exam  
**Prerequisites/Co-requisite:** 80 average or better in Geometry and teacher recommendation  
**Grade:** 10, 11, 12  
**Credit:** 1

---

### DESCRIPTION

This course covers the standard algebra 2/trigonometry curriculum. Topics covered will include integers, rational numbers, real numbers and radicals, relations and functions, quadratic functions and complex numbers, sequences and series, exponential and logarithmic functions, trigonometry, statistics, and probability.

### TEXT

*Algebra 2/Trigonometry*, Amsco.  
A graphing calculator will be used in the course.

### WORK EXPECTATIONS

Daily assignments will be given.

# SCIENCE DEPARTMENT

**O**ur world is becoming even more computerized with increasing technological and environmental orientations. Greater emphasis is being placed on our present and future society to apply scientific knowledge to social directions and decisions. All students are encouraged to enroll in a continuous sequence of science courses befitting their interests and abilities over all the different science disciplines, so that their eventual career options and social responsibilities may be maximized to their greatest potential. It is important for students and parents to seriously consider teacher recommendations as they move forward through the science curriculum.

## 360 Living Environment Honors

**Curriculum Level:** Honors

**Type of Examination:** Living Environment Regents

**Prerequisite:** 95 or better in Physical Science or 90 or better in Earth Science Regents. Students should be motivated, independent learners that are responsible, perseverant and have a strong work ethic.

**Grade:** 9

**Credit:** 1

---

### DESCRIPTION

This course covers more advanced and in-depth topics than those described in Living Environment Regents. This class contains a comprehensive study of the biochemical pathways of respiration and photosynthesis; and advanced sections on biochemistry, cellular processes, genetics, reproduction, cell physiology, plant and animal physiology.

Class meets seven periods per week.

### TEXT

*Biology*, Miller & Levine, Pearson, Prentice Hall 2014.

### WORK EXPECTATIONS

Thirty minutes per night, plus at least one lab report due each week. Regular quizzes and tests are administered. Projects, advanced laboratory activities and long term assignments are an additional component of the course.

**Grading and testing reflect a rigorous approach that goes beyond the Regents curriculum.** There will be a focus on critical thinking and real world applications.

## 362 Living Environment Regents

**Curriculum Level:** Regents

**Type of Examination:** Living Environment Regents

**Prerequisite:** 8<sup>th</sup> Grade Science

**Grade:** 9

**Credit:** 1

---

### DESCRIPTION

This course follows the New York State syllabus in the Living Environment.

The major emphasis of this course is the understanding of concepts such as similarities and differences among living organisms, homeostasis, genetics, reproduction and development, evolution, ecology and scientific inquiry and laboratory skills.

Basic ideas are developed through a series of related laboratory experiments. Living Environment is required for all students. Class meets seven periods per week.

### TEXT

*Biology*, Miller & Levine, Pearson, Prentice Hall 2014.

### WORK EXPECTATIONS

Regular quizzes and chapter tests are administered. Projects are an additional component of the course. Homework is given each night and lab assignments must be completed on a weekly basis.

## 366 AP Physics 1

**Curriculum Level:** Honors/AP  
**Type of Examination:** Advanced Placement exam  
**Prerequisite:** “A” or better in Honors Physics  
**Grade:** 12  
**Credit:** 1

---

### DESCRIPTION

This is a second year course in physics which covers multiple Physics topics in a non-Calculus approach.

### TEXT

*Serway and Faughn, College Physics.*

### WORK EXPECTATIONS:

Intensive problem solving with approximately 25 problems due weekly. One chapter per week in college level text is covered. A minimum of eight hours of outside class work per week is required. The Advanced Placement Exam is required at the end of the course.

## 369 Action Physics

**Curriculum Level:** School  
**Type of Examination:** Local Exam  
**Prerequisite:** Living Environment, Chemistry, Integrated Algebra  
**Grade:** 11, 12  
**Credit:** 1

---

### DESCRIPTION

This course and course materials are designed to help students to increase their knowledge of the physical world. The course will cover areas of motion, mechanics, light and models of the atom, electromagnetism and the nucleus. The course will also include some ideas from modern physical theories. Class meets five periods per week.

### TEXT

*Conceptual Physics, Hewitt.*

### WORK EXPECTATIONS

Chapter tests and quizzes are administered on a regular basis. Projects, presentations and class participation are major components of the course.

## 370 Physics Honors

**Curriculum Level:** Honors

**Type of Examination:** Local Exam

**Science Prerequisite:** “A” or better in Chemistry Honors Course, 85 or better on the Chemistry Regents exam and teacher recommendation.

**Math Prerequisite:** Completion of Algebra 2 Trig.

**Grade:** 11, 12

**Credit:** 1

---

### DESCRIPTION

This course follows the New York State syllabus in Physical Setting: Physics and The Common Core. Topics covered are kinematics, dynamics, wave phenomena, physical optics, electrostatics, electromagnetism, nuclear and quantum physics.

Classes meet 7 periods per week.

### TEXT

*Physics, 5th Edition, Giancoli.*

### WORK EXPECTATIONS

Reading and problem solving assignments are given regularly. Two labs a week are required. Laboratory reports are to be completed and submitted on a weekly basis, chapter tests and quizzes are given on a regular basis. Higher level critical thinking is required for success in this course.

## 372 Physics

**Curriculum Level:** Regents

**Type of Examination:** Local Exam

**Science Prerequisite:** “B” or better in Chemistry Regents Course and a passing grade on the Chemistry Regents Exam.

**Math Prerequisite:** Co-Enrollment or completion of Algebra 2 Trig.

**Grade:** 11, 12

**Credit:** 1

---

### DESCRIPTION

This course follows the New York State syllabus in Physical Setting: Physics and Common Core. Topics covered are kinematics, dynamics, wave phenomena, physical optics, electrostatics, electromagnetism, nuclear and quantum physics.

Classes meet 7 periods per week.

### TEXT

*Physics by James S. Walker.*

### WORK EXPECTATIONS

Two labs a week are required. Lab reports to be completed and submitted on a weekly basis; chapter test and quizzes are administered on a regular basis. Projects, presentations and class participation are major components of the course.

## 374 Physical Setting: Chemistry Honors

**Curriculum Level:** Honors

**Type of Examination:** Physical Setting:  
Chemistry Regents

**Prerequisite:** “B+” or better in Living Environment Honors Course, “A” or better in Living Environment Regents Course, 85 or better on the Living Environment Regents Exam, and teacher recommendation. Math requirement- 75% or higher on the Common Core Algebra Regents Exam and concurrent with Integrated Algebra II/Trigonometry or higher

**Grade:** 10, 11

**Credit:** 1

---

### DESCRIPTION

This is a rigorous course covering theoretical and quantitative aspects of chemistry, such as matter and energy, atomic structure, the periodic table, moles and stoichiometry, chemical bonding, kinetics and equilibrium, acids and bases, oxidation-reduction, organic and nuclear chemistry and electron configuration. Lectures, discussions and problem work are presented in such a way as to foster critical thinking and the scientific method is stressed as a means to solve problems in alignment with the Common Core Standards. Class meets seven periods per week.

### TEXT

*Modern Chemistry*, Sarquis & Sarquis Holt McDougal- 2012

### WORK EXPECTATIONS

A Chemistry Regents is taken by all at the conclusion of the course. Homework each night, and tests when appropriate. **Grading and testing reflect a rigorous approach that goes beyond the Regents curriculum.** There will be a focus on critical thinking and real world applications.

## 376 Physical Setting: Chemistry Regents

**Curriculum Level:** Regents

**Type of Examination:** Physical Setting:  
Chemistry Regents

**Prerequisite:** “B” or better in Living Environment Regents Course and 75% or better on the Living Environment Regents Exam. Math requirement- 70% or higher on the Common Core Algebra Regents Exam and concurrent with Integrated Algebra II/ Trigonometry or higher.

**Grade:** 10, 11

**Credit:** 1

---

### DESCRIPTION

This course follows the New York State syllabus in Physical Setting/Chemistry. The course covers concepts in matter and energy, atomic structure, the periodic table, moles and stoichiometry, chemical bonding, kinetics and equilibrium, acids and bases, oxidation-reduction, organic and nuclear chemistry. Class meets seven periods per week.

### TEXT

*Holt Chemistry*; Myers, Oldham, Tocci – 2004

### WORK EXPECTATIONS

Application of mathematical skills is required (see math prerequisite above). The class includes a minimum of one lab assignment per week. The NY State Regents is the final required exam at the conclusion of the course. Homework and tests are required on a regular basis.

## 380 Chemistry

**Type of Examination:** School  
**Prerequisite:** Living Environment  
**Grades:** 10, 11  
**Credit:** 1

---

### DESCRIPTION

This introductory chemistry course includes concepts in matter and energy, atomic structure, the periodic table, bonding, acids and bases, nuclear chemistry, and more. Emphasis will be on real world applications of chemistry. Class meets five periods per week.

### WORK EXPECTATIONS

Chapter tests and quizzes administered on a regular basis. Lab reports and homework when appropriate.

## 378 AP Chemistry

**Curriculum Level:** Honors/AP  
**Type of Examination:** Advanced Placement  
**Prerequisite:** "A" or better in Physical Setting: Chemistry and teacher recommendation  
**Grade:** 11, 12  
**Credit:** 1

---

### DESCRIPTION

This is a **rigorous, fast paced** second-year chemistry course for the students who have successfully completed a year of chemistry. The topics covered under the AP Chemistry syllabus are structure of matter, kinetics, thermodynamics, equilibrium, acids and bases, and electrochemistry. Class meets seven periods per week. Strong focus on critical thinking and problem solving.

### TEXT

*Chemistry, Zumdahl & Zumdahl.*

### WORK EXPECTATIONS

As a summer assignment, the students are required to read the first three chapters of the textbook and answer the assigned questions. Students are expected to meet the prerequisites and be independent and self-motivated workers. A minimum of six hours per week of independent work outside of the class is required. Daily homework, and tests when appropriate.

An Advanced Placement examination is required at the end of the course.

## 384 Senior Biology

**Curriculum Level:** Regents  
**Type of Examination:** School  
**Prerequisite:** Completed Living Environment and Chemistry  
**Grade:** 12  
**Credit:** 1

---

### DESCRIPTION

This course provides an in depth look at various topics in biology as well as other sciences.

The topics covered and the depth of study is determined by the individual teacher after soliciting student input. Topics may include human physiology, nutrition, drugs and addictions, environmental science, forensic science, marine biology, science of everyday life, and more.

### WORK EXPECTATIONS

Chapter tests and quizzes are administered on a regular basis. Projects and class participation are major components of the course.

## 386 AP Biology

**Curriculum Level:** Honors/AP  
**Type of Examination:** AP Exam  
**Prerequisite:** Living Environment and Chemistry R with an “A” or better and teacher recommendation  
**Grade:** 11, 12  
**Credit:** 1

---

### DESCRIPTION

This is a rigorous, fast-paced course for students with a strong work ethic and the ability to work independently, analyze information and interpret readings.

This course has an emphasis on enduring conceptual understandings and the content that supports them. Each content topic is combined with inquiry and reasoning skills. Concepts include the big ideas of evolution driving diversity, biological systems maintaining homeostasis, living systems responding to essential life processes, and biological systems interacting.

### TEXT

*Biology 9<sup>th</sup> Edition*, Campbell Reece.

### WORK EXPECTATIONS

As a summer assignment students are expected to read and answer questions for five chapters in the textbook and read and answer questions for the book “*Inner Fish*”. Students are expected to meet prerequisites.

Homework, labs and tests when appropriate. Class meets seven periods per week. A minimum of six hours per week of independent work outside of class is required.

The Advanced Placement exam is required at the end of the course.



## **388 SUPA Forensics**

### **Syracuse University Project Advance**

**Prerequisites:** Open to seniors who have successfully completed Living Environment Regents and Physical Setting: Chemistry Regents Courses including passing grades on both Regents Exams and recommendation of the teacher.

---

#### **DESCRIPTION**

SUPA Forensic Science is intended to provide an introduction to understanding the science behind crime detection. Scientific methods specifically relevant to crime detection and analysis will be presented with emphasis placed upon specific techniques used in evaluating physical evidence. Topics included are crime scene investigation, blood spatter, fingerprints, documents, entomology, anthropology, hair and fiber analysis, DNA, drug chemistry and toxicology, paints, glass, soil comparisons, firearms, arson investigations, and others. Laboratory exercises will include techniques commonly employed in forensic investigations. Class meets five periods per week.

#### **TEXT**

*Introduction to Forensic Science: The Science of Criminalistics*, James T. Spencer.

#### **WORK EXPECTATIONS**

Tests, quizzes, laboratory write-ups, group and individual projects. Participation in class projects and labs is imperative. A comprehensive practical and written final exam is given at the end of the year.

#### **TUITION**

This is a college course offered through Syracuse University. Most students register with Syracuse University. Many, but not all, colleges accept the transfer credit. Online registration at Syracuse will occur in the first week of the course at RHS and Syracuse tuition (2016 rate) is \$448 (paid directly to the University). **Students may receive four undergraduate credits from Syracuse University upon successful**

completion of the course and payment for the course credit.

## **390 Earth Science Regents**

**Curriculum Level:** Regents

**Requirements:** Passed Living Environment Regents course and exam, and teacher recommendation

**Type of Examination:** Regents

**Grade:** 10, 11, 12

**Credit:** 1

---

#### **DESCRIPTION**

Numerous topics from Earth Science are covered. These include but are not limited to astronomy, meteorology, surface features of the earth, geology, and the interpretation of data in many different forms. The final Regents Exam includes a Performance Exam portion. Class meets seven periods per week.

#### **TEXT**

*Earth Science, The Physical Setting*, Holt, Rinehart, Winston.

#### **WORK EXPECTATIONS**

This is a New York State Regents Course. Regular homework and laboratory work are required. There is a minimum of 1 lab requirement per week. The NY State Regents is the required final exam at the conclusion of the course.

## 394 The Fundamentals Of Programming

**Fall Semester or Spring Semester**

**Curriculum Level:** Regents

**Type of Examination:** School

**Prerequisite:** Math—currently enrolled in Common Core Algebra 1 or higher.

**Grades:** 9-12

**Credit:** ½

---

### DESCRIPTION

An introductory programming course designed to introduce students to the principal elements of the *Visual Basic* programming language. This course assumes no previous programming knowledge.

Class meets five periods per week.

### TEXT

*An Introduction to Programming Using Microsoft Visual Basic Versions 5 and 6*, Brown and Presley.

### WORK EXPECTATIONS

There will be written assignments, computer projects, quizzes and tests.

## 395 Science Research

**Curriculum Level:** Regents

**Type of Examination:** Special

**Prerequisite:** Living Environment

**Grades:** 10, 11, 12

**Credit:** 1 per year

---

### DESCRIPTION

This course is **designed for a select group of highly-motivated students** seeking a **three-year** experience in science research. Students will discover an area of personal interest and be afforded an opportunity to do research in this field under the guidance of working scientists and university professors **whom they are required to actively seek out by the end of sophomore year**. Enrollment in the second year class requires teacher approval and is contingent upon the student having a research mentor and/or an approval project. Most student research will be done after school, weekends, and vacations. Students will work towards a complete body of research by senior year. Students are expected to enter a minimum of two (2) competitions before completing their senior year. Along the way students will present their work at symposia both locally and regionally. Real-world problem solving will be learned as a byproduct of working in the adult world of scientific and social research. Students will begin the program in tenth grade.

### WORK EXPECTATIONS

**Students will be expected to devote at least seven hours per week to activities outside of class meetings.**

Students are expected to diligently seek out a mentor by the end of their sophomore year. Students should be a self-motivated, independent worker with a passion to pursue their area of interest. Grades in the class are dependent upon the amount of work completed by each student relative to their own individual project.

## 396 AP Computer Science A

**Curriculum Level:** Honors/AP

**Type of Examination:** AP Exam

**Prerequisite:** “A” or better in Fundamentals of Programming and teacher recommendation.

**Grades:** 10, 11, 12

**Credit:** 1

### DESCRIPTION

This course emphasizes programming methodology and includes the study of algorithms, data structures, and data abstraction. The purpose of this course is to train students in the use of the JAVA programming language. Students will create high quality computer-based solutions to real problems.

Students electing this course will experience computer programming applications in the fields of mathematics, science, business, and engineering. Class meets five periods per week.

### TEXT

*Java Software Solutions,*  
Lewis/Loftus/Cocking.

### WORK EXPECTATIONS

Daily programs, reading and/or written assignments. In addition, outside-of-class projects will be required and a minimum of eight hours of outside class work per week is required. An Advanced Placement exam is required at the end of the course.

## 398 AP Environmental Science

**Curriculum Level:** Honors/AP

**Type of Examination:** Advanced Placement

**Prerequisite:** “B” or better in Living Environment and Physical Setting Chemistry Courses, a “B” or better on both regents exams, and recommendation of current science teacher.

**Grades:** 11, 12

**Credit:** 1

### DESCRIPTION

This course will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world; to identify and analyze environmental problems; to evaluate relative risks associated with these problems, and to examine alternative solutions for solving and/or preventing them. There will be a strong emphasis on laboratory and field investigation. Class meets seven periods per week.

### TEXT

*Living in the Environment, Principles, Connections and Solutions.* Miller.

### WORK EXPECTATIONS

Strong emphasis on reading and current events. Students must be able to do mathematical calculations without a calculator, interpret cause and affect relationships and analyze hypothetical problems. Students should have strong critical thinking skills and be an active participant in class discussions. A minimum of six hours per week of independent work outside of class is required. The Advanced Placement exam is required at the end of the course.

### SUMMER ASSIGNMENTS

Summer work is assigned and students are expected to meet prerequisites.

Summer assignments include mathematical calculations and summarizing online resources.

# WORLD LANGUAGE DEPARTMENT

One important asset provided by a well-rounded education is the ability to communicate in more than one language. French, Latin, Mandarin and Spanish are offered in grades 9–12. Regents level and honors courses prepare students for advanced study in each language, both in high school and college. These courses meet the requirements for a Regents diploma and for admission to a four-year college or university. Every effort will be made to offer both Regents level and Honors courses above level 1. Regents level and honors classes may be combined at advanced levels when enrollments are not sufficient to offer separate sections. Students receiving honors credit will be required to do additional work and a higher level of oral and written proficiency will be expected from them.

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## FRENCH

### 400 French 1

**Curriculum Level:** Regents  
**Type of Examination:** School  
**Grades:** 9-12  
**Credit:** 1

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#### DESCRIPTION

This course provides practice in simple conversational patterns, fundamental grammatical structures, aural comprehension, reading and writing. Students will be expected to master the basic sounds of the language, learn vocabulary and its spelling; learn the present and past tenses of regular and irregular verbs, answer questions in French, read and discuss simple passages.

#### TEXT

*Discovering French Bleu* by Valette and Valette.

#### WORK EXPECTATIONS

There will be daily assignments, frequent quizzes, individual and group projects, oral presentations and dictations.

### 404 French 2 Honors

**Curriculum Level:** Honors  
**Type of Examination:** School  
**Prerequisite:** A- or better in French 1B or French 1 and department recommendation.  
**Grades:** 9-12  
**Credit:** 1

---

#### DESCRIPTION

French 2 Honors is designed for students who have completed French 1B or French 1 with a high degree of success, and as well as their teacher's recommendation. The grammar, reading and vocabulary development become increasingly more difficult. Vocabulary will be expanded through synonyms, antonyms, and definitions in French. Students will be expected to converse in French on selected topics.

#### TEXTS

*Discovering French Blanc* by Valette and Valette; selected readings.

#### WORK EXPECTATIONS

There will be daily assignments, frequent quizzes, individual and group projects, oral presentations and dictations.

## 406 French 2

**Curriculum Level:** Regents  
**Type of Examination:** School  
**Prerequisite:** C or better in French 1 or French 1B  
**Grades:** 9-12  
**Credit:** 1

### DESCRIPTION

This course builds upon the skills learned in the previous course. The student is expected to understand French in greater depth and to speak with greater facility. Vocabulary will be expanded through the use of synonyms, antonyms, and definitions in French. Additional and more complex grammatical structures will be introduced. Additional verb tenses will be presented. Selected readings will be used to expand vocabulary and to serve as a basis for class discussion.

### TEXT

*Discovering French Blanc* by Valette and Valette.

### WORK EXPECTATIONS

There will be daily homework assignments, frequent written quizzes, unit tests and dictations.

## 410 French 3 Honors

**Curriculum Level:** Honors  
**Type of Examination:** School  
**Prerequisite:** B or better in French 2H and department recommendation.  
Students in French 2 may advance to French 3H with the recommendation of the teacher.  
**Grades:** 10, 11, 12  
**Credit:** 1

### DESCRIPTION

French 3 Honors continues to develop the four skills: reading, writing, speaking and understanding. There is more intensive reading than in French 3. Students must use their expanded vocabulary in class

discussion and writing. French will be the medium of communication most of the time. Grammar points will be reviewed and expanded. The subjunctive will be taught. Students will write short paragraphs and dialogues in French. Their ability to speak French will be evaluated as well as the ability to understand, read and write the language. Selected cultural topics will be presented.

### TEXTS

*Discovering French Rouge* by Valette and Valette, additional readings selected by teacher.

### WORK EXPECTATIONS

There are daily assignments, unit tests, frequent quizzes and dictations. Supplementary reading in French is assigned.

## 412 French 3

**Curriculum Level:** Regents  
**Type of Examination:** School  
**Prerequisite:** C or better in French 2  
**Grades:** 10, 11, 12  
**Credit:** 1

### DESCRIPTION

French 3 builds on the skills learned in previous levels of French. Students must use their expanded vocabulary in class discussion. Grammar points will be reviewed and expanded. The subjunctive will be taught. Students will write short paragraphs and dialogues in French. The student's ability to speak French will be evaluated as well as his or her ability to understand, read and write the language. Selected cultural topics will be presented.

### TEXTS

*Discovering French Rouge* by Valette and Valette, additional readings selected by teacher.

### WORK EXPECTATIONS

There are daily assignments, unit tests, frequent quizzes and dictations.

## 420 French 4 Honors

**Curriculum Level:** Honors

**Type of Examination:** School

**Prerequisite:** B or better in French 3H and department recommendation.

Students in French 3 may advance to French 4H with the recommendation of the teacher.

**Grades:** 11, 12

**Credit:** 1

---

### DESCRIPTION

This course is a complete review of the grammar previously learned. Increasing attention is given to the subtleties of the language. Communication is entirely in French. Students will be expected to have a greater proficiency in speaking, reading, writing, and understanding French than those students in French 4. French historical and literary trends will be analyzed and discussed.

### TEXTS

*Trésors du temps; niveau avancé* by Yvonne Lenard and *Shaum's Outline of French Grammar; une revision des structures essentielles de la langue française* by Hale Sturges II, Linda Cregg Nielsen and Henry L. Herbst. Readings will be taken from French newspapers and magazines. In addition, selections from some of the following authors will be studied: Votaire, De Maupassant, Apollinaire, Baudelaire, Ronsard, Du Bellay, Molière, and St. Exupery Sévigné. Video clips, Podcasts and music will be employed to enrich the course.

### WORK EXPECTATIONS

Daily vocabulary quizzes done exclusively in French, frequent dictées, traductions du texte, long term reading assignments and written critical analyses. Written and/or oral projects on literary works assigned by the teacher are required.

## 422 French 4

**Curriculum Level:** Regents

**Type of Examination:** School

**Prerequisite:** C or better in French 3

**Grades:** 11, 12

**Credit:** 1

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### DESCRIPTION

French 4 includes a review and elaboration of grammatical and syntactical structures, as well as verb formations, presented in the preceding three years of French. French 4/5 is offered on a two-year cycle. During Year A, an interdisciplinary approach to modern day France will be employed, including literature, the arts, history, politics and culture. During Year B, the same approach is used as for Year A, covering different topics. Film is used to enrich the course of study, as well as internet sites, and satellite broadcasts from France, both TV and radio. This course is offered in conjunction with French 5.

### TEXTS

Various works selected by the teacher.

### WORK EXPECTATIONS

There are daily assignments as well as frequent quizzes and written and oral presentations. There will also be quarterly and cultural projects.

## 430 French 5 Honors

**Curriculum Level:** Honors

**Type of Examination:** School

**Prerequisite:** B or better in French 4H and department recommendation.

Students in French 4 may advance to French 5H with the recommendation of the teacher.

**Grades:** 12

**Credit:** 1

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### DESCRIPTION

This French 5 Honors course follows the same curriculum as the AP French Language course, however, students will not sit for the AP Exam. It is offered in conjunction with the French 4H and the AP French Language class.

### TEXTS

*Allons au-delà* by Ladd ; *Une fois pour toutes; une revision des structures essentielles de la langue française* by Hale Sturges II, Linda Cregg Nielsen and Henry L. Herbst. Readings will be taken from French newspapers and articles. In addition, selections from some of the following authors will be studied: Voltaire, De Maupassant, Apollinaire, Baudelaire, Ronsard, Du Bellay, Molière, and Sévigné.

### WORK EXPECTATIONS

Grammar review, vocabulary development, and daily oral practice are main components of this course. There are daily homework assignments, quizzes, unit tests, compositions, and reports. Students write regularly in their journals, complete in-depth research projects or persuasive papers. Emphasis is placed on oral and written expression. Springboards for conversations will be literature and articles from newspapers, podcasts, magazines and contemporary Francophone television and movies.

## 432 French 5

**Curriculum Level:** Regents

**Type of Examination:** School

**Prerequisite:** C or better in French 4

**Grade:** 12

**Credit:** 1

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### DESCRIPTION

French 5 includes a review and elaboration of grammatical and syntactical structures, as well as verb formations, presented in the preceding three years of French. French 4/5 is offered on a two-year cycle. During Year A, an interdisciplinary approach to modern day France will be employed, including literature, the arts, history, politics and culture. During Year B, the same approach is used as for Year A, covering different topics. Film is used to enrich the course of study, as well as internet sites, and satellite broadcasts from France, both TV and radio. This course is offered in conjunction with French 4.

### TEXTS

Various works selected by the teacher.

### WORK EXPECTATIONS

There are daily assignments, as well as frequent quizzes and written and oral presentations. There will also be quarterly and cultural projects.

## 436 AP French Language & Culture

**Curriculum Level:** Honors/AP

**Type of Examination:** Advanced Placement

**Prerequisite:** A- or higher in French 4H and department recommendation

**Grade:** 12

**Credit:** 1

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### DESCRIPTION

This course prepares students to take the AP French Language examination of the College Board. It is offered in conjunction with the French 5H class.

### TEXTS

*Allons au-delà* by Ladd; *Une fois pour toutes; une revision des structures essentielles de la langue française* by Hale Sturges II, Linda Cregg Nielsen and Henry L. Herbst; *AP French* by Ladd and Girard. French newspapers, magazines, television and radio news broadcasts, and music will be used. In addition, selections from some of the following authors will be studied: Votaire, De Maupassant, Apollinaire, Baudelaire, Ronsard, Du Bellay, Molière, and Sévigné.

### WORK EXPECTATIONS

To be successful on the AP French Language exam, students must read and write French at a very high level. To achieve this, grammar review, vocabulary development, and daily oral practice are integral parts of the course. There are daily homework assignments, quizzes, unit tests, compositions, and reports. Students write regularly in their journals, complete in-depth research projects or persuasive papers. Readings will be taken from French newspapers and magazines. Emphasis is placed on oral and written expression.

Springboards for conversations will be literature and articles from newspapers, podcasts, magazines and contemporary Francophone television and movies. There is additional preparation specific to the AP Exam.

All Students are required to take the Advanced Placement exam.

### SUMMER ASSIGNMENTS:

Students will watch a French film and write a short critique, listen to 5 French songs and answer questions. Students will also choose an article on the most important event of the summer and summarize it with the reasons why.



# SPANISH

## 440 Spanish 1

**Curriculum Level:** Regents  
**Type of Examination:** School  
**Grades:** 9-12  
**Credit:** 1

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### DESCRIPTION

This course provides practice in simple conversational patterns, fundamental grammatical structures, aural comprehension, and reading and writing. Students are expected to master the basic sounds of the language, learn vocabulary and spelling, and learn the present and preterite tenses of regular and irregular verbs. Students must also answer questions in Spanish, and read and analyze simple passages.

### TEXT

*¡Ven Conmigo!* Book 1 by Humbach, Ozete et al.

### WORK EXPECTATIONS

There are daily classwork assignments, homework, frequent quizzes, dictations and unit tests.

## 450 Spanish 2 Honors

**Curriculum Level:** Honors  
**Type of Examination:** School  
**Prerequisite:** Department recommendation and at least an A- in Spanish 1B or Spanish 1  
**Grades:** 9-12  
**Credit:** 1

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### DESCRIPTION

This course is for students who had a high degree of success in Spanish 1B or Spanish 1. It provides practice in conversational patterns, mastery of present and future preterite tenses, an introduction to the imperfect tense, and use of grammatical structures and aural comprehension. Reading

and writing are emphasized. Vocabulary is enlarged through synonyms, antonyms and definitions in Spanish. Students will be expected to converse in Spanish. There are more vocabulary and verb tenses learned than in Spanish 2.

### TEXTS

*¡Ven Conmigo!* Book 2 by Humbach, Ozete et al.

### WORK EXPECTATIONS

There are daily homework assignments, grammar and unit tests, frequent quizzes, dictations and written compositions.

## 452 Spanish 2

**Curriculum Level:** Regents  
**Type of Examination:** School  
**Prerequisite:** C or better in Spanish 1B or Spanish 1  
**Grades:** 9-12  
**Credit:** 1

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### DESCRIPTION

This course builds upon the skills learned in the previous year. The student is expected to understand Spanish in greater depth and to speak with greater facility. Vocabulary is expanded through the use of synonyms, antonyms and definitions in Spanish. The preterite tense and imperfect are studied as well as more complex grammatical structures.

### TEXTS

*¡Ven Conmigo!* Book 2 by Humbach, Ozete et al.

### WORK EXPECTATIONS

There will be daily homework assignments, frequent quizzes, major grammar and unit tests, oral presentations, skits and compositions.

## 460 Spanish 3 Honors

**Curriculum Level:** Honors

**Type of Examination:** School

**Prerequisite:** B or better in Spanish 2H and department recommendation.

Students in Spanish 2 may advance to Spanish 3H with the recommendation of the teacher.

**Grades:** 10, 11, 12

**Credit:** 1

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### DESCRIPTION

This course continues to develop the four language skills: reading, writing, speaking and understanding. Students must use their expanded vocabulary in class discussions and in writing. Communication is in Spanish. Many grammatical tenses will be studied and other grammatical points will be reviewed in greater depth. Students will write short essays, compositions and dialogues in Spanish. The student's ability to speak the language will be evaluated, as well as the ability to understand, read and write. Selected cultural topics will be presented.

### TEXTS

Teacher produced materials, multi-media resources, computer software, films and music.

## 462 Spanish 3

**Curriculum Level:** Regents

**Type of Examination:** School

**Prerequisite:** C or better in Spanish 2

**Grades:** 10, 11, 12

**Credit:** 1

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### DESCRIPTION

This course builds upon the skills learned in the previous levels. There is intensive and expanded reading. Students must use the vocabulary in class discussions and in writing. Communication is in Spanish as much as possible. Students will have to write short paragraphs, compositions and dialogues in the target language. His/her ability to express himself in the language will be evaluated, as well as the ability to understand, read and write. Selected cultural topics will be presented.

### TEXTS

Teacher produced materials, multi-media resources, computer software, films and music.

### WORK EXPECTATIONS

There are daily homework assignments, frequent quizzes, major grammar and unit tests and compositions.

## 470 Spanish 4 Honors

**Curriculum Level:** Honors

**Type of Examination:** School

**Prerequisite:** B+ or better in Spanish 3H and department recommendation.

Students in Spanish 3 may advance to Spanish 4H with the recommendation of the teacher.

**Grades:** 11, 12

**Credit:** 1

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### DESCRIPTION

This course is a complete review of the grammar previously learned. Increasing attention is given to the subtleties of the language. Communication is entirely in Spanish. Students will be expected to have a greater proficiency in speaking, reading, writing, and understanding Spanish than those in Spanish 4. Spanish historical and literary trends will be studied.

### TEXTS

Materials are drawn from upper level texts. Teacher produced materials, multi-media resources, computer software, films and music.

### WORK EXPECTATIONS

There are daily homework assignments, quizzes, unit tests, compositions and oral reports. Written and/or oral projects on literary works assigned by the teacher are required each marking period.

## 472 Spanish 4

**Curriculum Level:** Regents

**Type of Examination:** School

**Prerequisite:** C or better in Spanish 3

**Grades:** 11, 12

**Credit:** 1

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### DESCRIPTION

The goal of this course is to enable students to communicate with greater proficiency in Spanish. Students will review grammar from previous years and study more advanced topics; do oral presentations on a regular basis; prepare a major project such as a TV commercial, and use the computer for research and reinforcement of skills. Students will learn about Spanish culture through films and music and will focus on cultural events in the Spanish speaking world.

### TEXTS

Teacher produced materials, multi-media resources, computer software, films and music.

## 482 Spanish 5 Honors

**Curriculum Level:** Honors

**Type of Examination:** School

**Prerequisite:** B+ or better in Spanish 4H and department recommendation.

Students in Spanish 4 may advance to Spanish 5H with the recommendation of the teacher.

**Grade:** 11-12

**Credit:** 1

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### DESCRIPTION

Major cultural themes will be discussed, as well as topics from current events. Communication is in Spanish. Grammatical structures are reviewed and new vocabulary acquisition is emphasized. A higher level of oral and written proficiency is expected from Honors students. Additional readings, written and oral reports are required.

### TEXTS

Materials are drawn from upper level texts. Teacher produced materials, multi-media resources, computer software, films and music.

### WORK EXPECTATIONS

There are daily homework assignments, quizzes, unit tests, compositions, and reports. Students write regularly and projects are required. An emphasis is placed on readings. Oral reports are expected.

## 484 Spanish 5

**Curriculum Level:** Regents

**Type of Examination:** School

**Prerequisite:** C or better in Spanish 4

**Grade:** 11-12

**Credit:** 1

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### DESCRIPTION

This course is designed to enable students to communicate in Spanish with greater fluency and facility. Grammatical structures are reviewed and acquisition of new vocabulary is emphasized. Students will be exposed to a variety of authentic Spanish language sources.

### WORK EXPECTATIONS

There are daily homework assignments, quizzes, unit tests, compositions, and reports. Students complete in-depth research projects, view films concerning the themes studied and learn to listen and discuss more effectively.

## 484 A Spanish 5 Advanced

**Curriculum Level:**

**Type of Examination:** School

**Prerequisite:**

B+ or better in Spanish 4 Advanced and department recommendation. Students in Spanish 5 Advanced may advance to AP Spanish with the recommendation of the teacher.

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### DESCRIPTION

This pre-AP course is designed to advance reading, writing and speaking skills in Spanish and will address new grammatical concepts. The rigor of this course will also deeper explore cultural aspects of Spanish speaking countries. This course is entirely in Spanish and utilizes authentic resources.

Pending Board Approval

## 482 A Spanish 5H Advanced

**Curriculum Level:**

**Type of Examination:** School

**Prerequisite:** B+ or better in Spanish 4H Advanced and department recommendation. Students in Spanish 5H Advanced may advance to AP Spanish with the recommendation of the teacher.

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### DESCRIPTION

This pre-AP course is entirely in Spanish and utilizes authentic resources at an expanded level for Honors students. This course is designed to highly advance reading, writing and speaking skills in Spanish and will address new grammatical concepts. This course will rigorously study cultural aspects of Spanish speaking countries.

Pending Board Approval

## 486 Advanced Communication/ Spanish

**Curriculum Level:** Regents

**Type of Examination:** School

**Prerequisite:** Completion of Spanish 4H, AP Spanish Language and department recommendation.

**Grades:** 11, 12

**Credit:** 1

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### DESCRIPTION

This course of study is designed for students who wish to improve their command of the Spanish language in order to communicate more effectively and participate more fully in a global society with a fast growing number of Spanish speakers. The course provides greater insights into cross-cultural understanding which enhances meaningful interaction. It emphasizes the development of critical thinking skills and communicative strategies necessary for success in everyday interaction with Spanish speakers. Students will be exposed to a variety of authentic Spanish language materials.

### TEXTS

Teacher produced materials, multi-media resources, computer software and films.

### WORK EXPECTATIONS

There are oral and written presentations, quizzes and projects. Evaluation is consistent with rubrics established for student performance with an emphasis on the production of the language.

## 488 AP Spanish Language

**Curriculum Level:** Honors/AP

**Type of Examination:** Advanced Placement

**Prerequisite:** A- or higher in previous level Spanish plus department recommendation

**Grade:** 11, 12

**Credit:** 1

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### DESCRIPTION

This course prepares students to take the AP Spanish Language Examination of the College Board. All students who sign up for the AP course are required to take the AP exam in May.

### TEXTS

*AP Spanish* by José Díaz. Spanish newspapers, magazines, television and radio news broadcasts, and music will also be used.

### WORK EXPECTATIONS

There are daily homework assignments, quizzes, unit tests, compositions, and reports. Students write regularly in their journals, complete in-depth research projects or persuasive papers. They view video clips and listen to authentic speakers concerning the themes studied in order to enhance comprehension and facilitate class discussion. There is weekly oral practice (taped speaking tasks) and informal speaking. Students will complete frequent written assignments. There will be a comprehensive review of all grammatical topics. There is additional preparation specific to the AP exam.

### SUMMER ASSIGNMENTS

Students will complete 10 online grammar review activities; 80 multiple choice questions; watch a Spanish Film and write a short critique. Listen to 5 Spanish songs and answer questions. Students will also choose an article on the most important event of the summer and summarize it with reasons why.

# LATIN

## 490 Latin 1

**Curriculum Level:** Regents  
**Type of Examination:** School  
**Grades:** 9-12  
**Credit:** 1

### DESCRIPTION

The primary goal of this course is to enable the student to read simple selections from Roman writers. Students will learn basic forms and structures and will practice by reading, speaking, and writing. Structures will include all five groups of nouns, case usage, and basic verb tenses. Secondary goals include learning about Roman culture, understanding the relationship between Romance languages, English and Latin, and strengthening the student's English vocabulary through the study of Latin derivatives.

### TEXTS

*Ecce Romani*, Book I by Lawall and Tafe; supplementary readings selected by teacher.

### WORK EXPECTATIONS

There will be daily homework assignments, frequent quizzes and chapter tests.

## 492 Latin 2

**Curriculum Level:** Regents  
**Type of Examination:** School  
**Prerequisite:** C or better in Latin 1B or Latin 1  
**Grades:** 9-12  
**Credit:** 1

### DESCRIPTION

This course will increase the student's ability to read original Roman texts. Formal study of grammar will continue with emphasis on participles and on the usage of the subjunctive mood. Through reading, students will enlarge their vocabulary, consolidate their grammar and deepen their

understanding of Roman culture. Continuing attention is given to Latin derivatives in English and Romance languages.

### TEXTS

*Ecce Romani*, Book II by Lawall and Tafe; additional readings selected by teacher.

### WORK EXPECTATIONS

There are daily homework assignments, frequent quizzes and chapter tests.

## 493 Latin 2 Honors

**Curriculum Level:** Honors  
**Type of Examination:** School  
**Prerequisite:** Department recommendation and A- or better in Latin 1B or Latin 1  
**Grades:** 9-12  
**Credit:** 1

### DESCRIPTION

This course has the same goals and format as the Latin 2. Students will be required to do extra readings and writing assignments beyond those of Latin 2 students. The course may be given in conjunction with Latin 2.

### TEXTS

Same as Latin 2, plus *The Romans Speak for Themselves II* by Lawall.

### WORK EXPECTATIONS

Additional readings and assignments in addition to those mentioned for Latin 2.

## 494 Latin 3

**Curriculum Level:** Regents  
**Type of Examination:** School  
**Prerequisite:** C or better in Latin 2  
**Grades:** 10, 11, 12  
**Credit:** 1

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### DESCRIPTION

This course surveys the history of Rome from 100 A.D. to its founding with particular emphasis on the change from the Republican form of government to the Empire.

Readings are drawn from a variety of Roman authors, including, Eutropius, Cicero, Caesar; Augustus and Ovid. All grammar from Latin 1 and 2 is reviewed and additional advanced topics are presented.

### TEXTS

*Ecce Romani*, Book III by Palma & Perry,  
*Fabulae Romanae* by Lawall; *Cicero and Sallust on the Conspiracy of Catiline* by Barnes and Ramsey.

### WORK EXPECTATIONS

There are daily homework assignments, frequent quizzes and unit tests.

## 496 Latin 3 Honors

**Curriculum Level:** Honors  
**Type of Examination:** School  
**Prerequisite:** B or better in Latin 2H and department recommendation  
**Grades:** 10, 11, 12  
**Credit:** 1

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### DESCRIPTION

This course has the same goals and format as the Latin 3. Students will be required to do extra readings and writing assignments beyond those expected of Regents students. The course may be given in conjunction with Latin 3.

### TEXTS

Same as Latin 3 R, plus *Fabulae Graecae* by Lawall.

### WORK EXPECTATIONS

Additional readings and writing assignments besides those mentioned for Latin 3.



## 497 Latin 4

**Curriculum Level:** Regents  
**Type of Examination:** School  
**Prerequisite:** C or better in Latin 3  
**Grades:** 11, 12  
**Credit:** 1

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### DESCRIPTION

In this course students study in depth selected masterpieces of Roman literature written between 200 B.C. and A.D. 100. Both prose and poetry are covered. In addition to reading the assigned texts, students study the cultural and historical background necessary to understand and examine the influence these works have exercised in subsequent centuries. Grammar review and vocabulary development are encouraged in order to improve reading skills.

### TEXTS

*The Aulularia of Plautus* by Lawall and Quinn; *The Metamorphoses* by Ovid; *Cicero's Somnium Scipionis* by Davis and Lawall; *Vergil's Aeneid* by Pharr.

### WORK EXPECTATIONS

There are daily homework assignments, frequent quizzes, unit tests, and projects.

## 498 Latin 4 Honors

**Curriculum Level:** Honors  
**Type of Examination:** School  
**Prerequisite:** B or better in Latin 3H and department recommendation  
**Grades:** 11, 12  
**Credit:** 1

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### DESCRIPTION

This course has the same goals and format as Latin 4. Students will be required to do extra readings and writing assignments beyond those expected of Regents students. The course may be given in conjunction with Latin 4.

### TEXTS

Same as Latin 4, with additional materials selected by the teacher.

## WORK EXPECTATIONS

There are daily homework assignments, frequent quizzes, unit tests, and projects, plus outside readings.

## 499 Latin 5

**Curriculum Level:** Regents  
**Type of Examination:** School  
**Prerequisite:** C or better in Latin 4  
**Grade:** 12  
**Credit:** 1

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### DESCRIPTION

This course has the same goals and format as Advanced Placement Latin but students will not sit for the Advanced Placement Exam. Assessments are differentiated from those of Advanced Placement Students.

### TEXTS

Same as AP Latin Literature

### WORK EXPECTATIONS

There are daily homework assignments, frequent quizzes and unit tests.

## 500 Latin 5 Honors

**Curriculum Level:** Honors  
**Type of Examination:** School  
**Prerequisite:** B or better in Latin 4H and department recommendation  
**Grade:** 12  
**Credit:** 1

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### DESCRIPTION

This course has the same goals and format as Advanced Placement Latin but students will not sit for the Advanced Placement Exam. Assessments are differentiated from those of Advanced Placement Students.

### TEXTS

Same as AP Latin Literature

### WORK EXPECTATIONS

There are daily homework assignments, frequent quizzes and unit tests.

## 501 AP Latin Literature

**Curriculum Level:** Honors/AP

**Type of Examination:** Advanced Placement

**Prerequisite:** A- or better in Latin 4H

**Grade:** 12

**Credit:** 1

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### DESCRIPTION

This course prepares students to take the new Advanced Placement Latin Literature Examination of the College Board. It may be offered in conjunction with the Latin 5 Honors and Latin 5 classes.

### TEXTS

*A Song of War: Readings from Vergil's Aeneid* by LaFleur and McKay; *A Vergil Workbook* by Bradley and Boyd.

### WORK EXPECTATIONS

Same as Latin 5 Honors, with additional preparation specific to the AP exam. In addition to reading and studying the works on the AP syllabus, students will receive extensive practice in writing analytical essays in the style used on the Advanced Placement Latin exam. Through vocabulary development and grammar review, they will increase their ability to read Latin at sight in preparation for Part 1 of the Advanced Placement Latin exam.

All students are required to take the Advanced Placement exam in May.

### SUMMER ASSIGNMENTS

Summer work includes: reading multiple books of Caesar and Vergil in English and writing reactions.

# MANDARIN

## 505 Mandarin 1

**Curriculum Level:** Regents  
**Type of Examination:** School  
**Grades:** 9-12  
**Credit:** 1

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### DESCRIPTION

This course will introduce students to the pinyin system of phonetics used to learn Mandarin followed by the introduction of simplified Chinese characters. Simple conversations will occur within the first quarter, while reading and writing will progress as the year goes on. The four basic language skills of speaking, listening, reading and writing will be stressed. Grammar will be taught through language usage in class. There will also be lessons to introduce the basics of Chinese culture.

### TEXT

*Integrated Chinese Level 1, Part 1*  
textbook, workbook and character book.

### WORK EXPECTATIONS

There will be daily assignments, weekly quizzes, tests and projects

## 506 Mandarin 2

**Curriculum Level:** Regents  
**Type of Examination:** School  
**Prerequisite:** C or better in prior Mandarin 1 Course, and teacher recommendation  
**Grades:** 9-12  
**Credit:** 1

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### DESCRIPTION

Mandarin 2 is designed for students who have successfully completed Mandarin 1. This course builds upon skills learned the previous year. The students will be expected to understand Mandarin in greater depth and speak with more fluency and comfort. More complex sentence structures will be

introduced. Selected readings will be used to expand vocabulary. This course may be given in conjunction with Mandarin 2 Honors.

### TEXT

*Integrated Chinese Level 1 Part 1 & Part 2*  
textbook, workbook, and character book.

### WORK EXPECTATIONS

There will be daily assignments, weekly quizzes or tests, individual and group projects and oral presentations.

## 507 Mandarin 2 Honors

**Curriculum Level:** Honors  
**Type of Examination:** School  
**Prerequisite:** A- or better in prior Mandarin Course, and teacher recommendation  
**Grades:** 9-12  
**Credit:** 1

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### DESCRIPTION

This course builds upon skills learned the previous year. The students will be expected to understand Mandarin in greater depth and speak with more fluency and comfort. They will also be expected to be capable of writing basic paragraphs using only Chinese characters. More complex sentence structures will be introduced than in Mandarin 2. Selected readings will be used to expand vocabulary. This course may be given in conjunction with Mandarin 2.

### TEXT

*Integrated Chinese Level 1 Part 1 & Part 2*  
textbook, workbook, and character book.

### WORK EXPECTATIONS

There will be daily assignments, weekly quizzes or tests, individual and group projects and oral presentations.

## 508 Mandarin 3

**Curriculum Level:** Regents  
**Type of Examination:** School  
**Prerequisite:** C or better in prior Mandarin Course, and teacher recommendation  
**Grades:** 9-12  
**Credit:** 1

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### DESCRIPTION

Mandarin 3 is designed for students who have successfully completed Mandarin 2/2H. This course builds upon skills learned the previous year. The students will be expected to understand Mandarin in greater depth and speak with more fluency and comfort. The students will be expected to be able to write paragraphs using Chinese characters. There will be more opportunities for students to participate in diverse and creative role-play situations. More complex sentence structures will be introduced. Selected readings will be used to expand vocabulary. This course may be given in conjunction with Mandarin 3 Honors.

### TEXT

*Integrated Chinese Level 1, Part 2* textbook, workbook and character book.

### WORK EXPECTATIONS

There will be daily assignments, weekly quizzes or tests, individual and group projects and oral presentations.

## 509 Mandarin 3 Honors

**Curriculum Level:** Honors  
**Type of Examination:** School  
**Prerequisite:** A- or better in prior Mandarin Course, and teacher recommendation  
**Grades:** 9-12  
**Credit:** 1

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### DESCRIPTION

Mandarin 3 Honors is designed for students who have completed Mandarin 2/2H with a high level of success and have teacher recommendation. This course builds upon skills learned the previous year. The students will be expected to understand Mandarin in greater depth and speak with more fluency and comfort. They will also be expected to write descriptive and persuasive paragraphs using only Chinese characters. More complex sentence structures will be introduced. Selected readings will be used to expand vocabulary. This course may be given in conjunction with Mandarin 3 Regents.

### TEXT

*Integrated Chinese Level 1, Part 2* textbook, workbook and character book.

### WORK EXPECTATIONS

There will be daily assignments, weekly quizzes or tests, individual and group projects and oral presentations.

## 510 Mandarin 4

**Curriculum Level:** Regents

**Type of Examination:** School

**Prerequisite:** C or better in prior Mandarin Course, and teacher recommendation

**Grades:** 9-12

**Credit:** 1

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### DESCRIPTION

Mandarin 4 is designed for students who have successfully completed Mandarin 3H or Mandarin 3. This course builds upon skills learned the previous year. The students will be expected to understand Mandarin in greater depth and speak with more fluency and facility. The students will be expected to write paragraphs using only Chinese characters. There will be more opportunities for students to participate in diverse and creative role-play situations. More complex and sophisticated sentence structures will be introduced. Selected readings will be used to expand vocabulary.

### TEXT

*Integrated Chinese Level 1, Part 2* textbook, workbook and character book

### WORK EXPECTATIONS

There will be daily assignments, weekly quizzes or tests, individual and group projects and oral presentations.

## 511 Mandarin 4 Honors

**Curriculum Level:** Honors

**Type of Examination:** School

**Prerequisite:** A- or better in prior Mandarin Course, and teacher recommendation

**Grades:** 9-12

**Credit:** 1

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### DESCRIPTION

This course builds upon skills learned the previous year. The students will be expected to understand Mandarin in greater depth and speak with more fluency and facility. They will write Chinese compositions with richer vocabulary and more sophisticated syntax, and further develop their oral and written presentation skills. Selected readings will be used to expand vocabulary.

### TEXT

*Integrated Chinese Level 1, Part 2* textbook, workbook and character book

### WORK EXPECTATIONS

There will be daily assignments, weekly quizzes or tests, individual and group projects and oral presentations.

## 512 Mandarin 5

**Curriculum Level:** Regents

**Type of Examination:** School

**Prerequisite:** C or better in prior Mandarin Course, and teacher recommendation

**Grades:** 11-12

**Credit:** 1

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### DESCRIPTION

Mandarin 5 has the same goals and format as Mandarin 5H but students will write shorter paragraphs and dialogues in Mandarin. Students will be expected to have a good proficiency in speaking, reading, writing and understanding.

### TEXT

*Integrated Chinese Level 2 Part 1 Textbook, workbook and character book*

### WORK EXPECTATION

There will be daily assignments, weekly quizzes or tests, individual and group projects, compositions and oral presentations.

## 513 Mandarin 5 Honors

**Curriculum Level:** Honors

**Type of Examination:** School

**Prerequisite:** A- or better in prior Mandarin Course, and teacher recommendation

**Grades:** 11-12

**Credit:** 1

---

### DESCRIPTION

This course builds upon skills learned the previous years. Students must use their expanded vocabulary in class discussion. Grammar points will be reviewed and expanded. Students will learn idiomatic expressions and proverbs. Students will analyze, debate, and give potential solutions or advice in different situations. Students will write paragraphs and dialogues in Mandarin. Students will be expected to have a greater proficiency in speaking, reading,

writing and understanding Mandarin than those in Mandarin 5. Selected cultural topics will be presented.

### TEXT

*Integrated Chinese Level 2 Part 1 Textbook, workbook and character book*

### WORK EXPECTATIONS

There will be daily assignments, weekly quizzes or tests, individual and group projects, compositions and oral presentations

## 514 AP Mandarin Chinese

**Curriculum Level:** Honors/AP

**Type of Examination:** Advanced Placement

**Prerequisite:** A- or better in prior Mandarin course, and teacher recommendation

**Grades:** 11, 12

**Credit:** 1

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### DESCRIPTION

Advanced Placement Mandarin Chinese is designed for students having a proficiency in Mandarin. Students will follow the College Board Advanced Placement curriculum. Students will complete frequent written assignments. There will be a comprehensive review of all grammatical topics. There is additional preparation specific to the AP exam.

### TEXT

*Integrated Chinese Level 1, Part 2 textbook, workbook and character book, and AP workbook.*

### WORK EXPECTATIONS

There will be daily assignments, weekly quizzes or tests, individual and group projects and oral presentations.

## **515 American Sign Language 1**

**Curriculum Level:** Regents  
**Type of Examination:** School  
**Prerequisite:** None  
**Grades:** 9-12  
**Credit:** 1

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### **DESCRIPTION**

This course will teach students to communicate in American Sign Language through the acquisition of fingerspelling and hand/body gestures. Students will acquire the knowledge and understanding of the language and culture of the hearing – impaired community and will learn a lifelong skill of being able to communicate with sign language.

## **504 American Sign Language 2**

**Curriculum Level:** Regents  
**Type of Examination:** School  
**Prerequisite:** American Sign Language 1  
**Grades:** 9-12  
**Credit:** 1

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### **DESCRIPTION**

This course will provide a continuation of the basic skills in production and comprehension of American Sign Language 1. Students will expand upon their knowledge learned in American Sign Language 1, developing an increased vocabulary, as well as an awareness of more advanced grammatical skills. Students will enhance their conversation ability, and further their knowledge of the Deaf culture and community. Communication will continue to be the focus of every lesson. Grammar is introduced in context with an emphasis on enhancing question and answering skills. Students will build more strategies to improve their communication and maintain conversation. Interactive and communicative activities using American Sign Language, facial expressions, grammar, vocabulary, hand position, speed and movement are the core aspects addressed in this course.

Pending Board Approval.

# TECHNOLOGY EDUCATION DEPARTMENT/STEM

The courses offered by the Technology Education Department implement integrative STEM (Science, Technology, Engineering and Math) education and promote learning between and among the STEM subject areas. The courses seek to increase technological literacy among students and develop integrative STEM thinking and analysis. Classroom and laboratory experiences will be used to help students make future use of tools and materials; better understand the role of technology in society and develop an appreciation of proper design and construction techniques using engineering principles.

## **544 Project Lead the Way Civil Engineering & Architecture**

**Curriculum Level:** Regents

**Type of Examination:** School

**Prerequisite:** Successful completion of Introduction to Engineering & Design.

**Grades:** 10-12

**Credit:** 1

### **WORK EXPECTATIONS**

Students will be using a hands-on approach, materials and 3-D design software to understand concepts in civil engineering and architecture.

### **GRADING**

Grades are based on activities, assignments, projects and presentations.

### **DESCRIPTION**

This course includes an introduction to many varied factors in building design and construction including building components and systems, structural design, storm water management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry. Students will be exposed to the design and construction of residential and commercial building projects, design teams and teamwork, communication methods, engineering standards, and technical documentation. The students will use Rivet, a state of the art 3-D design software package from Autodesk, to help them design solutions to solve their major course project.



## 545 Robotics & Engineering

**Curriculum Level:** Regents  
**Type of Examination:** School  
**Grades:** 9-12  
**Credit:** ½

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### DESCRIPTION

Robotics and Engineering offers interested students the opportunity to develop and use engineering tools, materials, methods and skills in an effort to design and build a creative solution to real and challenging problems. Students are given a chance to do what engineers do: Turn ideas into robust working machines by coupling hard work with basic science and mathematics skills and concepts. This class provides students with the opportunity to develop and demonstrate creative engineering skills and talents.

### WORK EXPECTATIONS

Course content is delivered through lectures and demonstrations and culminates with the student teams designing, engineering and manufacturing machines to either compete in design contests, benefit the community and/or serve as an educational tool used to further the aims of the learning community.

### GRADING

Grades are predicated on how well participating students meet clearly articulated course expectations. These expectations include: The quality of team projects (machines) which in turn includes engineering, manufacture and design as well as website and/or written documentation and analysis. An equally important component of the grade includes class notes, related quizzes and work sheets, as well as evidence of self reflection. Students are expected to document the above in an engineering notebook.

## 547 Introduction to Engineering and Design (IED)

**Curriculum Level:** Regents  
**Type of Examination:** Project Lead the Way Online Final Exam  
**Prerequisite:** Integrated Algebra  
**Grades:** 9, 10, 11  
**Credit:** 1

---

### DESCRIPTION

The major focus of IED is the design process and its application. This is the first class of a technology and engineering elective program called “Project Lead the Way”.

Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer’s notebook, and communicate solutions to peers and members of the professional community.

### WORK EXPECTATIONS

Students will be using a hands-on approach, 3D-modeling software, 3D printers, and various other tools to bring their ideas to prototype and then to life. Students also learn how to properly document their work and communicate solutions. Students will have a final exam through the program as well as multiple 3D-modeling projects on the computer.

### GRADING

Grades are based on activities, assignments, projects, and presentations.

## 548 Principles of Engineering (POE)

**Curriculum Level:** Regents

**Type of Examination:** School

**Prerequisite:** Introduction to Engineering and Design (IED) Integrated Algebra, Robotics and Engineering (Optional)

**Grades:** 10-12

**Credit:** 1

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### DESCRIPTION

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

Principles of Engineering (POE) is a Project Lead the Way course designed to provide students with an understanding of the field of engineering and engineering technology. The course also includes concerns about social and political consequences of technological changes.

### WORK EXPECTATIONS

Students will be using a hands-on approach, VEX kits, and programming with Robot-C, incorporating all of these tools to understand multiple engineering areas.

### GRADING

Grades are based on quizzes, projects, presentations and many building activities.

## 549 Woodworking

**Curriculum Level:** Regents

**Type of Examination:** School

**Grade:** 9-12

**Credit:** ½

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### DESCRIPTION

In this engineering through woodworking course, students will learn to design and produce products using wood. Proper tool use and safety will be implemented as they learn how to use hand tools, portable electric tools and stationary woodworking machines to construct their projects.

### WORK EXPECTATIONS

The students will design and build various wood projects starting with simple projects that will develop their knowledge of the design process and safe tool usage. Student projects will be more elaborate as the course progresses. As a final project, students will use the knowledge acquired during the course to design and build a project of their own creation.

**Type of Assessment:** Various Projects.

# THEATRE ARTS

**O**ur Dramatic Arts program of study combines skill-building with conceptual analysis. In each class, theoretical concepts are studied, and corresponding skill-based exercises are prepared for presentation. Both the skills practiced and the concepts studied are specifically ordered in a sequence. Students of all experience levels are encouraged to begin their exploration of the Dramatic Arts with Acting I, where the skills and concepts learned will build a foundation for subsequent learning. Play reading and analysis is at the core of each course.

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## 583 Acting I

**Curriculum Level:** Regents  
**Type of Examination:** Performance and Portfolio  
**Grades:** 9-12  
**Credit:** 1

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### DESCRIPTION

Acting I is a year-long course in which students will explore the creative process of the professional actor. First quarter focuses on improvisation and comedy, culminating with a public performance of an “improv”/comedy show—similar to TV’s “Who’s Line Is It Anyway?” All Students in the class will perform. The second and fourth quarters focus on scene study. Acting technique is stressed and applied to the performance of scenes from plays of exceptional artistic merit. Third quarter will focus on acting exercises that pinpoint common performance frustrations. A typical class will involve performance, feedback and group discussion.

### WORK EXPECTATIONS

Students will be expected to read several plays; memorize and rehearse scenes; and perform their finished products in front of the class. Homework will not be predominant, but when it is assigned, it will be expected to be prompt. Students will be expected to create a portfolio of their growth in the class. This course can be used as a New York State Graduation requirement.

## 584 Acting II

**Curriculum Level:** Regents  
**Type of Examination:** Performance & Portfolio  
**Prerequisite:** Acting I  
**Grades:** 10, 11, 12  
**Credit:** 1

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### DESCRIPTION

Acting II is a year-long course in which students will apply the skills they have acquired in Acting I to the time honored classics of the theatre cannon. The course will follow the development of theatre throughout history, taking the time to explore the contexts and styles of each of the major periods of theatrical development. The tragedies of Ancient Greece; the dramas of Shakespeare’s greatest plays; and the icons of the Modern Movement will be brought to life by the students in this class. Coveted roles such as Medea, Lady MacBeth, Hedda Gabler, Blanche DuBois, “Maggie the Cat”, Stanley Kowalski, Brick Pollit, Eilert Lovborg, Hamlet, Tartuffe, Oedipus, and many others will be available to the students for exploration. The final unit of the course will examine the honored plays of contemporary theatre, and attempt to put into context our current theatrical “style”.

## **WORK EXPECTATIONS**

Students will be expected to have a strong familiarity with the skills developed in Acting I. They will read a play from each of the major periods studied in the course: Ancient Greece, Shakespeare, French Restoration Comedy, Modern Drama, 20<sup>th</sup> Century and Contemporary Theatre. From each play, the students will memorize and perform a scene for the class. They will create a portfolio of their work for presentation as part of their final exam.

## **586 Playwriting**

**Curriculum Level:** Regents

**Type of Examination:** Performance

**Grades:** 11, 12

**Credit:** 1

---

### **DESCRIPTION**

The students of this full year course will come together to create a 'company of players'. The students will write, direct, perform in and produce original scenes to be presented publicly to the school community. Two major productions will showcase the work of the students of the Company. Workshops in playwriting, directing, stage management, lighting, and marketing will prepare the students for this grand venture. Particular emphasis is placed on personal development and excellence through theatrical exploration.

### **WORK EXPECTATIONS**

The bulk of the work in this course is experiential, therefore homework is not predominant. However, as a function of a c presence on a daily basis will be invaluable, and attendance is weighted heavily.

The successful completion of this course will yield the student a ½ English Credit.

## **587 Stage Production**

**Curriculum Level:** Regents

**Type of Examination:** Performance

**Grades:** 9-12

**Credit:** 1

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### **DESCRIPTION**

Stage Production takes a look at each of the major components of a theatrical production from a design perspective. Stage lighting, sound design, costume design, stage make-up, scenic painting and set construction will all be explored through the lens of a designer's perspective. The first half of the course examines a variety of stage and theatre settings, and how each influences the design decisions. Set design and set model building will be the focus. In the second half of the course, students will be exposed to the equipment of the school's theatre facility. Hands-on experience in stage make-up, lighting and sound equipment will be the focus.

### **WORK EXPECTATIONS**

Satisfactory completion of assigned projects, including a variety of set, costume, lighting, sound and make-up designs.

# ART AND DESIGN DEPARTMENT

**T**he Rye High School Art Department offers a strong and varied program. Offerings include 5 full and 11 half-credit courses specializing in different forms of Art. The Department also offers 3 and 5 unit Regents Art sequences. Although Art Department Standards are high, they are never out of reach for serious students. All students enjoy the opportunity for self-expression and self-examination afforded by the arts.

## **THE ART REQUIREMENT**

Each student is required to take a minimum of one full credit in the Arts for a Regents diploma and graduation. The New York State Education Department accepts Studio Art to fulfill the one unit of credit requirement in the Arts. Students who are considering a 5-unit sequence will work closely with the Department and maintain a “C” or better average. One semester can be taken from the Technology Department.

**ADVANCED PLACEMENT** classes are offered in Studio Art. Students will participate in the Advanced Placement exam in May and are expected to perform at college level.

*Students who wish to create digital portfolios of their work for college applications may use the school studio and equipment. An appointment is necessary.*

**MANY STUDENTS** take art courses simply because they enjoy them and the relaxed, productive atmosphere. Others are interested in the creative thinking skills and problem solving strategies that will help them in other course work. Still other students are interested in the art background needed for entrance into an art college. Whatever the case, art has proved to be a productive and positive experience that improves everything from self-esteem to quality of life.

**\*Please be advised that all offerings are contingent upon enrollment.**

**\*To enroll in a course without the required prerequisite, please see the Art Department Coordinator.**

## 901 Studio Art

**Curriculum Level:** Regents  
**Type of Examination:** Performance  
**Prerequisite:** None  
**Grades:** 9, 10, 11, 12  
**Credit:** 1

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### DESCRIPTION

Studio gives a well-rounded introduction and exploration of various forms of Art. This course is required of all students who plan to follow an art sequence. It includes production (hands-on problem solving), learning technical skills, art history, aesthetics and criticism. Study includes: Introduction to the discipline of sketchbook/journal, Drawing -- contour and gesture, both of still life and figure, Drawing and painting from observation and from imagination, Perspective Two-dimensional design, Sculpture/3D design, Art History, one major museum visit, color theory.

## 903 Ceramics

**Curriculum Level:** Regents  
**Type of Examination:** Performance  
**Prerequisite:** None  
**Grades:** 10, 11, 12  
**Credit:** ½

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### DESCRIPTION

This course is designed to acquaint students with the art of creating pottery both by hand and by the wheel. Contemporary and historical examples of ceramics are studied for their aesthetic content, as well as for their practical function. Decorating techniques, use of under and over glazes as well as form and design are emphasized.

## 904 Advanced Ceramics

**Curriculum Level:** Regents  
**Type of Examination:** Performance  
**Prerequisite:** Ceramics  
**Grades:** 10, 11, 12  
**Credit:** ½

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### DESCRIPTION

Students explore the possibilities of working with clay at a more advanced level. Aspects of throwing and use of the potter's wheel as a tool for aesthetic production are explored. Contemporary and historical influences of ceramics are explored. More complicated pieces are encouraged. Advanced students experiment with different approaches to glazing and other surface finishes of clay.

## 906 3-D Design & Architecture

**Curriculum Level:** Regents  
**Type of Examination:** Performance  
**Prerequisite:** None  
**Grades:** 10, 11, 12  
**Credit:** ½

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### DESCRIPTION

This project based studio class would be of particular interest to a student interested in sculpture, 3D modeling, rendering and architecture. The course will explore a range of materials and styles for the production of sculptural art work from direct carving to assemblage. The goal of a class is to give students a range of experience in 3D professions and applications including architecture, industrial design, furniture design, and landscape site design and planning. The industrial design unit will involve utilizing 3D printing software and the use of a 3D printer to realize the student work.

## 909 Painting & Drawing

**Curriculum Level:** Regents  
**Type of Examination:** Performance  
**Prerequisite:** None  
**Grades:** 10, 11, 12  
**Credit:** ½

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### DESCRIPTION

Drawing and Painting I explores four models of representational work as units; still life, portraiture, figuration, and linear perspective. In exploring these units students will develop a personal style, sense of composition, and rendering confidence while experimenting with a range of painting and drawing media including charcoal, watercolor, pastel, acrylic, graphite, and pen and ink. Students will work on a variety of surfaces while developing compositions with personal meaning. Units are inspired by connections to historical and contemporary artists who have worked with similar subject matter. A visit to a collection of related works will be arranged as part of the class.

## 910 Advanced Painting & Drawing

**Curriculum Level:** Regents  
**Type of Examination:** Performance  
**Prerequisite:** Painting & Drawing  
**Grades:** 10, 11, 12  
**Credit:** ½

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### DESCRIPTION

In its break from classical painting and drawing techniques Modern Art challenged the accepted rules of color, light, form and the picture plans. In response to the earlier study of specific tenets of figuration, Painting and Drawing II students will revisit traditional genres like landscape, still life, and portraiture, while making purposeful artist's choices that challenge existing conventions. Utilizing the Elements and Principles of Art, students will use Modern Art movements as a guide for projects exploring new materials like collage, mixed media, brush and ink, and oil painting. A visit to a collection of Modern Art will be arranged as part of the class.

## 916 Black & White Photography

**Curriculum Level:** Regents  
**Type of Examination:** Performance  
**Prerequisite:** None  
**Grades:** 10, 11, 12  
**Credit:** ½

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### DESCRIPTION

This course will provide an introduction to the camera and an investigation of design and communication through confident manipulation of film and camera.

Other units of study emphasize history, compositions, exposure, filtering, darkroom techniques, maintenance and presentation. The school will provide developing and printing equipment and all required chemicals. A lab fee of \$80.00 will be collected for film and paper. Exceptions to this fee may be discussed with Ms. Taylor.

### WORK EXPECTATIONS

Students should be prepared to spend additional time in the darkroom to supplement instruction, complete all projects and present a portfolio of their finished work to the instructor and the class for review. One major museum exhibition is visited. The school has a limited number of cameras for those students who do not have access to one. Contracts are necessary for all school equipment.

## 917 Advanced Black & White Photography

**Curriculum Level:** Regents  
**Type of Examination:** Performance  
**Prerequisite:** Black & White Photo  
**Grades:** 10, 11, 12  
**Credit:** ½

---

### DESCRIPTION

This course continues where Photo I leaves off. Students explore large format photography, its advantages and limits working with larger negatives and producing high quality prints.

Other units of study include creation and use of pinhole cameras, hand-held metering, Polaroid film as a way to pre-visualize composition and tonality; identification of modern and contemporary masters including individual working styles and considerations. Students will work towards development of a “personal style” which “signatures” their work. Toning and hand coloring prints will also be explored.

### WORK EXPECTATIONS

Students are expected to create a portfolio of their work. The portfolio and a research project will be presented to the instructor and class for review. There will be a museum/gallery visit, and a research paper on a related self-chosen topic. It is important for students to show signs of developing their own unique personal style as a form of artistic expression within the medium of photography. A lab fee of \$130.00 will cover the cost of film and paper. Exceptions to this fee may be discussed with Ms. Taylor.



## 918 AP Studio Art 2D Design

**Curriculum Level:** AP  
**Type of Examination:** Portfolio  
**Prerequisite:** 1 Credit in Photography or Digital Media Classes  
**Grades:** 10, 11, 12  
**Credit:** 1

---

### DESCRIPTION

AP 2-D Photography is a full year course that provides students with an in-depth exploration of advanced concepts in photography and digital media while creating a 24 piece portfolio to submit to the College Board. This Advanced Placement credit is accepted by many colleges.

AP 2D Design is not based on a written exam, instead, students submit portfolios for evaluation at the end of the school year. Photography portfolios are submitted as 2-D Design portfolios for the AP Studio Exam. In this course students will produce a large body of work within strict deadlines. In the breadth section students will produce photographs and digital images that demonstrate an understanding of the elements and principles of design. In the concentration section the series of pieces are developed around a specific subject or idea.

### SUMMER ASSIGNMENTS

Students are given the first ten assignments for this course in advance (Breadth Section) and are expected to utilize the summer shoot photographs for as many of these assignments as possible.

## 920 Advanced Studio Art

**Curriculum Level:** Regents  
**Type of Examination:** Portfolio  
**Prerequisite:** Studio Art  
**Grades:** 10, 11, 12  
**Credit:** 1

---

### DESCRIPTION

Advanced Studio Art is a mixed media course for students who anticipate taking Advanced Placement Studio Art. Students in Advanced Studio will explore a variety of 2D and 3D media in projects based in the Elements and Principles of Art, referencing professional and historical artists and movements. This class mirrors the format for producing work in AP Studio where the medium and format are prescribed but the style and content of the projects are student selected. It is an excellent option for students deeply committed to the Visual Arts looking for an exciting and challenging curriculum without the AP pressure.

### WORK EXPECTATIONS

Students are expected to enthusiastically complete a comprehensive series of projects in a variety of media to present in group critiques. Students will participate in group analysis of professional works and will complete an independent studio project based on research about an artist who works in their most preferred media. A class visit to a major museum or gallery is included. Students will maintain and submit a sketchbook as a tool for exploring visual ideas and as a document of learning.

## 922 AP Studio Art

**Curriculum Level:** Honors/AP  
**Type of Examination:** Portfolio  
**Prerequisite:** 2 Credits in Visual Art including some combination of Studio, P & D, Advanced Studio Art, Digital Photo, and Graphic Design Courses.  
**Grades:** 11, 12  
**Credit:** 1

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### DESCRIPTION

Students develop a portfolio that meets college-level standards. They choose from a 2-D Design or Drawing portfolio. Each comes with unique requirements. At the end of the year, the portfolio is submitted to the College Board for assessment by a panel of art scholars. Advanced Placement Studio Art credit is accepted by many colleges.

### WORK EXPECTATIONS

This class challenges students to push their skills and imagination to new heights. Students learn how to construct and deconstruct a successful composition, develop a concentration, present their work and digitally format slides. In this course, students are expected to produce a large body of work within strict deadlines. In the breadth section, students create artwork to prove their understanding of the principals and elements of design. In the concentration section, students develop a series of artwork based around a focused subject.

### SUMMER ASSIGNMENT

Students are given a description of all of the Breadth Section projects prior to the summer at the mandatory meeting. Either by utilizing past works or by completing work over the summer, students are expected to come to class in September with five completed works. These will echo college level work to meet the requirements of the Breadth section of the portfolio.

## 925 Graphic Design

**Curriculum Level:** Regents  
**Type of Examination:** Performance  
**Prerequisite:** None  
**Grades:** 10, 11, 12  
**Credit:** ½

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### DESCRIPTION

Graphic Design I students will explore two-dimensional and three-dimensional real-world applications of design. Units of study will include Process of Design, Design and Technology, Desktop Publishing, Page layout and Typography. Programs utilized will include Photoshop, InDesign and Dreamweaver. All experiences will focus on developing perception and application of the elements and principles of art and design through contemporary design applications. Students will explore how ideas can be communicated through the dynamic arrangement of images and words.

### WORK EXPECTATIONS

Students will create visual representations of their ideas using digital media. The class will generate products for school related functions and publications such as play programs and pages for Garnet and Black school newspaper and Zephyr. They will also design a series of web pages representing a school event and a personal event. Students will develop a portfolio by selecting work, writing artist resumes, and creating an artist's statement.

## 926 Digital Photography

**Curriculum Level:** Regents  
**Type of Exam:** Performance  
**Prerequisite:** None  
**Grades:** 9, 10, 11, 12  
**Unit:** ½

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### DESCRIPTION

This one semester course provides students with the opportunity to explore image-making using contemporary digital media. Through a series of thematic assignments, students will learn the elements essential to creating high quality digital photographs. Using *Adobe Photoshop*, students will also explore methods used to enhance and manipulate their digital photographs.

### WORK EXPECTATIONS

For each unit, students will be expected to complete an image, or series of images, exploring the theme being examined. For a vast majority of assignments, students are required to take photographs outside of class. At the end of each assignment, students will submit a select number of images to be graded. On the last day of each assignment, the entire class will participate in a group critique of all work submitted.

## 929 Advanced Digital Photography

**Curriculum Level:** Regents  
**Type of Exam:** Performance  
**Prerequisite:** Digital Photography  
**Grades:** 9, 10, 11, 12  
**Unit:** ½

---

### DESCRIPTION

This one semester course offers an advanced approach to digital photography and digital image making software, including Adobe Photoshop CS3. Through a series of thematic assignments students will learn the fundamentals of using an SLR digital camera to create high quality digital

photographs while exploring the relevance of using contemporary digital software as a medium for image making.

### WORK EXPECTATIONS

For each unit, students will be expected to complete an image, or series of images, exploring the theme being examined. Students enrolled in this course should expect to dedicate a considerable amount of time outside of class to taking photographs. At the end of each assignment, students will submit a select number of images to be graded. On the last day of each assignment, the entire class will participate in a group critique of all work submitted.

## 931 Web Journalism

**Curriculum Level:** Regents  
**Type of Exam:** Performance  
**Prerequisite:** None  
**Grades:** 11, 12  
**Unit:** 1

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Web Journalism is a full year course exploring journalism in the digital world. The main function of the class is to design and maintain a school news website on a daily basis. The course will meet first period and explore ways of presenting local news through documentary photography, video journalism, and copy writing. Students will be expected to work as interviewers, editors, beat reporters, graphic designers, documentary, and feature broadcast videographers. The real world nature of this class will give students experience at observing what is important in the community and reporting it in interactive ways to the entire Rye City School district population.

Pending Board Approval.

# MUSIC DEPARTMENT

## Goals of the Music Program

The goals of the music department are to help student's foster aesthetic sensitivity; develop musical skills through a variety of musical activities; promote their awareness, perception and understanding of the elements of music; and develop their standard of musical evaluation through an exposure to a variety of musical styles.

## Credit for Band, Chorus and Orchestra

A student may participate in any two musical performing groups (Band, Chorus, and Orchestra). Since all are scheduled during the same class period, students alternate rehearsal days. Students in two performing groups will receive ½ credit for each performing group.

## **932 Band Percussion**

**Curriculum Level:** Regents  
**Type of Examination:** Solo/Group evaluations and concert performances  
**Prerequisite:** Audition  
**Grades:** 9-12  
**Credit:** 1

### **DESCRIPTION**

This course is designed for percussion students in the high school band program. When possible, percussion students in band should elect to take this course. Intermediate and advanced percussion techniques are studied, including mallets, timpani, world percussion, and marching percussion. Percussion ensemble literature is studied for performance. Opportunities to improvise and collaborate on pieces are also encouraged. The class performs as a drum-line at home football games and as a percussion ensemble at the winter and spring concerts.

### **TEXTS**

Appropriate method books and performance repertoire.

### **WORK EXPECTATIONS**

Continued improvement on all instruments and a regular practice schedule.

## **940 Band**

**Curriculum Level:** Regents  
**Type of Examination:** Solo/ group evaluations and concert performances  
**Prerequisite:** Audition  
**Grades:** 9-12  
**Credit:** 1

### **DESCRIPTION**

Standard as well as contemporary band literature and ensemble techniques are studied. Performances are given in school and publicly throughout the year. Opportunity for solo and ensemble study/performance is provided for interested students.

### **TEXTS**

Appropriate graded repertoire.

### **WORK EXPECTATIONS**

Continued improvement on one's instrument and a regular practice schedule.

## 942 Symphony Orchestra

**Curriculum Level:** Regents  
**Type of Examination:** Solo/ group evaluations and concert performances  
**Prerequisite:** Audition  
**Grades:** 9-12  
**Credit:** 1

---

### DESCRIPTION

Orchestra masterworks as well as string ensemble works are studied. Performances are given in school and publicly throughout the year. Students are encouraged to participate in the instrumental lesson program. Opportunity for solo and ensemble study/performance is provided for interested students. Wind and percussion players admitted by permission of the instructor.

### TEXTS

Appropriate graded repertoire.

### WORK EXPECTATIONS

Continued improvement on one's instrument, and a regular practice schedule.

## 944 Chorus

**Curriculum Level:** Regents  
**Type of Examination:** Solo/group evaluations and concert performances  
**Prerequisite:** None  
**Grades:** 9-12  
**Credit:** 1

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### DESCRIPTION

Choral literature of a variety of composers is studied. Vocal techniques are stressed and applied to the literature being studied. Performances are given in school and publicly throughout the year. Statewide vocal competition is encouraged for advanced students.

### TEXTS

Choral material of the masters and varied styles of modern composers.

### WORK EXPECTATIONS

Serious attitude to the material and continued attention to choral techniques and vocal production.

## 948 Digital Music 1

**Curriculum Level:** Regents  
**Type of Examination:** Class work  
**Prerequisite:** None  
**Grades:** 9-12  
**Credit:** ½

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### DESCRIPTION

An introduction to the limitless possibilities for creating music through technology. Students will work with music production software, music notation software, keyboards, and computers in this hands-on approach to musical exploration. Topics will include music production, MIDI, audio, notation, loops, basic keyboard skills, simple arranging, and compositional techniques. Open to all students; keyboard experience helpful but not required.

### WORK EXPECTATIONS

Satisfactory completion of assigned work.

## 949 Digital Music 2

**Curriculum Level:** Regents  
**Type of Examination:** Class work  
**Prerequisite:** Digital Music 1  
**Grades:** 9-12  
**Credit:** ½

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### DESCRIPTION

Computers and electronic keyboards are used extensively to develop keyboard and musicianship skills through a composition-based program of study. Advanced harmonic concepts and formal techniques, improvisation, composition in both contemporary and historical styles, and advanced sequencing techniques are among the topics covered.

### WORK EXPECTATIONS

Satisfactory completion of assigned work.

# LIFE SKILLS

## 950 Managing Your Future

**Required Course**  
**Type of Examination:** School  
**Prerequisite:** None  
**Grades:** 11  
**Credit:** ½

---

### DESCRIPTION

Students develop an inventory and assessment of their skills, values and interests. They explore multiple career possibilities and evaluate realistic options. Students planning to enter the work force after high school are provided career exploration and counseling. Skill in résumé writing and interviewing techniques are developed to help make the learning concrete and prepare for the college admissions process. The students will be taught the procedures of the college admissions process, College Board testing, and all aspects connected with higher education. The class will meet one day a week with the guidance staff.

### TEXTS

Workbook, *Naviance*, College Guides.

### WORK EXPECTATIONS

Classroom attendance--any absences must be made up. Workbook must be completed. A résumé, college essay, individual research and a completed college application will be required.

## 951 Community Service

**Required Course**  
**Type of Examination:** None  
**Grades:** 9-12  
**Credit:** ½

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### DESCRIPTION

Students who participate in school/community service are rewarded intrinsically by helping others. Sixty hours of school/community service are required for graduation, for which students will earn 1/2 credit. Students completing 120 hours will receive 1 credit. A notation of their service will be made on their transcript. Students may choose to complete this requirement either in school or in the larger community. There are extensive service opportunities available. Guidance Counselors will assist students in finding a meaningful and rewarding service opportunity.

### WORK EXPECTATIONS

To demonstrate high standards including responsibility, competency and loyalty to the agency or institution chosen by the student. Written reports may be required. It is suggested students complete a minimum of fifteen hours per year to earn the required sixty hours. Students eligible to make application for the National Honor Society must have completed 75 hours by the end of junior year.

## **952 Senior Internship**

**Grade:** 12

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### **DESCRIPTION**

The Senior Internship Program presents an exciting opportunity for students to explore their individual interests and apply their learning to a real world environment outside of the school setting. Students will spend the last three weeks of school pursuing their internship of choice as they explore personal pursuits with the intention of increasing knowledge and engaging in individual, collaborative, and original thinking. Senior Interns will work with a Senior Advisory Board and a Faculty Mentor to design, obtain, and execute an internship in the field of their choosing. The Senior Internship Program provides seniors with the unique opportunity to experience learning outside the classroom.

Program requirements include internship design, reflective response, discussion with mentors, and a culminating internship presentation of the experience.

Senior Internship will be completed in place of the last three weeks of classroom attendance.

# HEALTH DEPARTMENT

## 955 Health Education

**Required Course**

**Curriculum Level:** Regents

**Type of Examination:** None

**Prerequisite:** None

**Grades:** 10

**Credit:** ½

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### DESCRIPTION

Health Education is a required course for graduation. The focus of the course is to give adolescents a space to safely explore who they are, so that they can engage in behaviors and make choices that will positively impact the well-being of their communities, their relationships and themselves. Skills addressed include: Stress Management, Communication, Goal Setting, Decision Making and Advocacy. Content and resources related to Mental, Emotional, Social and Physical Health will all be addressed.



# PHYSICAL EDUCATION DEPARTMENT

## 960-966-967 Physical Education

Physical Education is a four-year course required by New York State Education law. Physical Education is a participatory class. Students are required to dress appropriately for indoor/outdoor activities. All lockers should be securely fastened with a good lock. In Physical Education, activities and skills are taught and developed with a hope that each student will develop a sense of responsibility for his/her own wellness. Through participation in a variety of physical activities, students will acquire skills and knowledge that will contribute to a wiser use of leisure time and a fondness and appreciation for the habit of regular exercise. The goal of the program is to create an awareness of the importance of lifetime health, wellness, and fitness. A student's grade is measured by teacher assessment in the psychomotor, cognitive and affective domains.

### SAMPLE ACTIVITIES

Adventure Education: Personal Challenge	Pickle ball
Aerobics (Step/Low Impact/Dance)	Power Walking
Badminton	Softball
Basketball	Speedball
Croquet	Street Hockey
Flag Football	Strength Training
Handball	Team Handball
Horseshoes	Tennis
Jogging	Ultimate Frisbee
Paddleball	Volleyball
Personal Fitness	

### WORK EXPECTATIONS

- Regular participation.
- Enhancement of knowledge for the activity.
- Improvement of physical skills.
- Proficiency in a variety of activities.
- Promote personal fitness.
- Cooperation and sportsmanship.

# OCCUPATIONAL EDUCATION

## 995 Occupational Education

The BOCES Career & Technical Education Program is available to high school students who spend a half-day in their local high school and the other half day at the Southern Westchester Tech Center in Valhalla. In addition to instruction provided by the professional teaching staff, job placement, admissions counseling services and Spanish language translation services are included. Courses offered in the Secondary Day Programs for 2017-2018 include:

Automotive Technology  
Certified Nurse Assistant  
Collision Technology  
Commercial Art  
Computer Information Systems  
Medical Administrative Assistant  
Construction/Plumbing  
Cosmetology  
Culinary Arts  
Electrical Construction

Emergency Medical Services  
Fashion Design/Merchandising  
Graphic & Interior Design  
PowerSports, Motorcycle and Small  
Engine Repair  
Pre-Engineering  
Security, Law and Policing  
TV/Video Production  
Veterinary Science