

HARRISON CENTRAL SCHOOL DISTRICT



HARRISON HIGH SCHOOL

AN INTERNATIONAL BACCALAUREATE WORLD SCHOOL
WWW.HARRISONCSD.ORG



2019 - 2020
GUIDE TO
EDUCATIONAL
PLANNING
for Students
& Parents



Table of Contents

Introduction

Letter to Students and Parents	3
Course Selection Process and Transition	4
9th-Grade Course Selection	5
10th-Grade Course Selection	6

Timelines

9th & 10th Grade	7
11th Grade	8
12th Grade	9
12th Grade: College Admissions	10

College Planning

College Admissions and Naviance	11
Testing Recommendations	12

Graduation Requirements

Diploma Types	13
Required Units of Credit	13
NYS Testing Requirements	13

Building a Rigorous Program

What is a high school transcript?	14
What is the most demanding program of study?	14
List of AP/IB Courses Offered	14
The International Baccalaureate (IB) Programme	15
IB Learner Profile	16
IB Diploma Requirement	17
AP/IB Courses Offerings	18
IB Middle Years Program	19
Sample Report Card	21
Sample Student Transcript	22

Co-Curricular Clubs

Student Support Services

School Counseling	24
Instructional Support Services	24
English as a New Language (ENL)	24
School Psychologists	24
School Resource Officer	24
School Social Workers	24
Special Education	24
Speech and Language	24
Student Assistance Counseling	24

Course Selection

Annual Course Registration	25
Transfer Students	25
Make-up Requirements for Failed Courses	25
Dropping/Adding Courses	25
Course Availability	25
Levels of Instructional Program	25
Course Enrollment Requirements	26
AP & IB Exam Requirement	26
Equity and Access to Course Offerings	26

Academic Recognition

Academic Graduation Honors	26
Grade Point Average (GPA)	26
Honor Rolls	26
National Honor Society	26

Course Descriptions

The Arts: Dance	27
The Arts: Music	28
The Arts: Theater	31
The Arts: Visual	32
Business	34
Career and Technical (BOCES)	36
English Language Arts	37
Health, Physical Education and Athletics	41
Mathematics and Computer Science	43
Science and Technology	48
Social Studies	55
World Languages	58

Multi-Year Planning Tool

Multi-Year Planning Tool	61
--------------------------------	----

Four Year Planning Checklist

Four Year Planning Checklist	62
------------------------------------	----

TITLE IX COMPLIANCE

The Harrison Central School District, Harrison, New York, does not discriminate on the basis of sex in the educational programs or activities which it operates, and it is required by Title IX of the Educational Amendments of 1972 not to discriminate in such a manner. This policy of non discrimination includes the following areas: recruitment and appointment of employees, employment pay and benefits, counseling services for students, access by students to educational programs, course offerings and student activities. The district official responsible for the coordination of activities relating to compliance with Title IX is Louis N. Wool, Ed.D. Superintendent of Schools, Harrison Central School District, 914.835.3300. This official will provide information including compliance procedures to any student or employee who feels that her or his rights under Title IX may have been violated by the district or its officials.

Introduction



HARRISON HIGH SCHOOL

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DISTRICT ADMINISTRATION

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HIGH SCHOOL ADMINISTRATION

Kimberly Beukema
Principal

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Kelly Malczewski
Director of Guidance

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A Message from the Principal

Dear Students,

Our community takes great pride in our school system and our 2019-2020 Guide to Educational Planning reflects that dedication to excellence. The courses outlined within this guide are our tools to ensure we provide our students with countless educational opportunities aligned with our core values of equity, access, rigor, and adaptability.

Students, with parental assistance and professional guidance, will make important decisions that not only affect their future academic program, but may also influence career decisions as well. We encourage all students to aim high when selecting courses and take full advantage of the resources available to them. The school and its professional staff are available for course selection consultation, but the ultimate decision rests with students and parents. Please take advantage of the information contained in this publication while proceeding with this important process and, as always, don't hesitate to contact us if any assistance is needed when considering the academic options available.

The possibilities are limitless, I encourage you to reach and stretch yourselves!

Kimberly Beukema

A Message from Guidance

Dear Parent(s) and/or Guardian(s),

The process of designing an individualized plan for high school and selecting courses is an important part of the work your child does with the Guidance Department each school year.

This winter and spring the school counselors will be conferencing with your child for annual academic advisement and multi-year planning. Over the course of these meetings, we will discuss their progress, select courses that are meaningful to your son/daughter's personal goals, explore post-secondary goals and interests, and answer questions.

Please take time to carefully review the information in this guide as a family as it relates to your son/daughter's high school and post-secondary plans. Your input in this process is essential in learning more about the courses and plans that are best-fit for your child and we sincerely appreciate your partnership. We are deeply committed to your son or daughter's well-being, success, and transition to a meaningful post-secondary choice.

The Harrison High School counselors, teachers and administrators will work with your child to ensure continued success and to be certain that their 2019-2020 program meets and exceeds individual interests and needs.

Kelly Malczewski
Director of Guidance

LMK MIDDLE SCHOOL AND HARRISON HIGH SCHOOL COUNSELORS

Lisa Cannistraci, Lauren Ciallella, Kira DiFalco, Mark DiMondo, Shari Heyen, Renee Katzenberg, Kristin Kearney, Cindy Leong, Laurie Scinicarilleo

Course Selection & Multi-Year Planning

THE COURSE SELECTION PROCESS

Students work with their teachers, parents and counselors to develop a comprehensive plan for high school that meets post-secondary needs. Each year, parents and students are invited to an individualized academic advisement meeting with the school counselor to further develop and explore the four-year plan and beyond.

THE COURSE SELECTION TIMELINE

December—Counselors meet with all students on their caseload to help students begin to consider courses for the next school year.

January—Counselors meet with current 11th-grade students to discuss course selection and the college search and application process.

February—Counselors meet with current 10th-grade students.

March—Counselors meet with current 8th & 9th grade students.

March—Counselors revisit course selections with current 8th-grade students as needed. Parents are encouraged to contact counselors with questions.

April & May—Course requests are updated per Committee on Special Education (CSE) determinations.

May—Deadline for all course requests.

August—Schedules are distributed.

THE TRANSITION TO HIGH SCHOOL—GRADE 8 TO GRADE 9

November, 2018

International Baccalaureate (IB) Diploma Program Parent Information Night

December, 2018

Grade 8 Counselor reviews the transition timeline with students during the school day

January, 2019

8th Grade Parent Orientation at Harrison High School- Parents meet with building administration and teachers to learn about life at Harrison High School, with a specific focus on course offerings.

February, 2019

Harrison High School Visit- Each eighth grade team will visit Harrison High School. This visit provides students an opportunity to visit the high school during the school day, introducing students to various aspects of high school life.

March, 2019

Course Selection and Multi-Year Planning Meetings- Students will meet individually with either a high school or middle school counselor to select their courses for 9th grade and discuss their four year plan. These meetings will take place in the LMK library during the school day.

April, 2019

Course selection sheets due to the LMK Guidance Office

June, 2019

Grade 8 BBQ for students at LMK during the school day
Moving Up Ceremony at Harrison High School

August, 2019

Grade 9 Orientation & BBQ for students at HHS- Students will meet their school counselor and the high school administration, support staff and peer leaders as a way to welcome students to the high school and foster their sense of connectedness to the school culture, ahead of the first day of classes.

Course Selection: 9th Grade

Below is a breakdown of a 9-period day and the classes that complete a 9th-grade student schedule. This is not an actual student schedule, rather a sample listing of 9th grade course offerings.

PERIODS	COURSE
1	English Language Arts 9
2	Global History & Geography 9
3	Algebra, Algebra/Trigonometry or Geometry
4	Biology
5	Biology Lab/Physical Education
6	World Language (French, Italian or Spanish)
7	Lunch
8	Full-Credit Elective Choice—The Arts or DDP
9	Half-Credit Freshman Writing Seminar (required) Half-Credit Elective Choice

Students are required to earn at least one full credit in The Arts or through the Technology course, Design and Drawing for Production (DDP). Options available to students include:

<p>THE ARTS & DDP (1) (must select one entire bullet)</p> <ul style="list-style-type: none"> • Band (1) • Band (.5) & Chorus (.5) • Chorus (1) • Theater & Creative Writing (1) • Design & Drawing for Production (1) • Introduction to Dance (1) • Percussion Ensemble (1) • String Orchestra (.5) & Chorus (.5) • String Orchestra (1) • Studio in Art (1)

Students are required to select an additional half credit in an elective. Options available to students include:

<p>ALTERNATE DAY ALL YEAR (.5) (class meets every other day all year—must select one)</p> <ul style="list-style-type: none"> • Band (.5) • Chorus (.5) • Introduction to Computer Science (.5) • Journalism I (.5) • MyTunes: Playlists for Life (.5) • String Orchestra (.5) • Percussion Ensemble (.5) • Personal Financial Literacy (.5) • Topics in Pre-Calculus I (.5)

Course Selection: 10th Grade

The sample schedule below is a breakdown of a 9-period day and the classes that complete a 10th-grade student's schedule. This is not an actual student schedule, rather a sample listing of 10th grade course offerings.

PERIODS	COURSE
1	English Language Arts 10
2	Global History & Geography 10 or AP World History
3	Algebra II, Geometry/Trigonometry or other math option
4	Earth Science or Foundations in College Chemistry
5	Science Lab/Physical Education
6	World Languages (French, Italian, or Spanish)
7	Lunch
8	Elective Choice (Possibly Health 0.5 credit)
9	Elective Choice

Please refer to the *Guide to Educational Planning* for additional course offerings and electives.

A listing of the alternate day all year courses:

ALTERNATE DAY ALL YEAR (.5) (class meets every other day all year)
<ul style="list-style-type: none"> • Harrison Science Research I (.5) • Health (.5) • Introduction to Computer Science (.5) • Computer Science II (.5) • Journalism I or II (.5) • Latin II (.5) • Musical Theory & Analysis (.5) • MyTunes: Playlists for Life (.5) • Personal Financial Literacy (.5) • Topics in Pre-Calculus II (.5)

Freshman and Sophomore Planning

The following information will help guide your family in planning and progressing successfully through each year of the high school experience.

GRADE 9

Meet with your school counselor. The school counselor knows how to guide students and families to make the most out of high school. During the school year counselors meet with students to discuss an individual multi-year plan and to plan for post-high school transition.

Create a multi-year high school plan. Students develop an initial four-year plan for high school in 8th grade along with their parents and a school counselor. The requirements listed below will help to further develop each students plan throughout the 9th grade year.

- Understand the difference between basic graduation requirements and choosing more rigorous courses that will enhance the transcript for college admissions.
- Familiarize yourself with the various courses and programs offered through the *Guide to Educational Planning*.

Start exploring college and careers. Students are encouraged to explore college and career options available to them post-secondary. Naviance is a resource for this work which allows students to use multiple search tools to explore both colleges and careers. Students should share their post-secondary goals with their school counselor.

Participate in extracurricular activities. Harrison High School offers a wide range of co-curricular clubs and athletics designed to match students interests and abilities.

- Join a club as a way to meet new people and connect to the school culture as whole. Authentic involvement in one activity is more important than loose connection to several activities.
- Students are encouraged to participate in Harrison High School athletics. To learn more about how engaging in HHS athletics connects to a post-secondary athletics experience, explore the National College Athletic Association (NCAA) at www.ncaaclearinghouse.net. NCAA shares eligibility requirements and core course requirements. The Director of Health, Physical Education & Athletics and your school counselor can also support your family in this process.

GRADE 10

Meet with your school counselor. Continued discussion around the multi-year plan will help to ensure that a student is on track.

- Learn about Advanced Placement (AP) and/or International Baccalaureate (IB) courses that may be appropriate for your child. The Guide to Educational Planning, your school counselor, content area directors and classroom teachers can be a resource to you in this process.

Register for and take the PreACT and PSAT 10 test. Registration occurs at the high school and students will sit for the tests in the Winter. Reports are generated after each practice exam which provide invaluable feedback for the student—and can be utilized for future guidance and planning.

Participate in school and volunteer activities. Extracurricular activities help students develop time-management skills and enrich the school experience. Quality over quantity is key for meaningful participation.

Tour college campuses. Visit colleges to begin to learn about their offerings, characteristics and unique features. This will help families learn about what they are looking for in a college.

Junior Year Timeline– Grade 11

AUGUST/SEPTEMBER THROUGH DECEMBER OF JUNIOR YEAR

- Register for and take the PSAT/NMSQT at Harrison High School.
- Obtain dates and locations of college fairs.
- Attend the Harrison High School College fair that is held each October. The fair is open to students and parents.
- Learn about the college interview process by attending Harrison High School's College Interviewing Seminar
- Visit college campuses.

JANUARY THROUGH JUNE OF JUNIOR YEAR

- Prepare for the individual academic advisement meeting with your school counselor. Juniors meet with counselors beginning in January.
- Plan for spring SAT and/or ACT testing by finalizing test preparation and obtaining information regarding deadlines and test dates. Information can be obtained in the guidance office.
- Check the daily announcements in the counseling office for College Open House invitations and College Visits. Every college visit is posted in Naviance.
- Attend scheduled individual student/counselor/parent conference with counselor to explore possibilities and to review all aspects of college planning. Naviance is one of many resources that can be used to assist families in this process.
- Do your best academically during this semester so that your transcript will reflect ability to do college-level work.
- Investigate websites for college, scholarship, and financial aid information—Naviance is a good place to start! Call or email colleges for additional information.
- Plan several spring college visits while classes are in session. Arrange exact times with the college admissions office and attend information sessions where available.
- Attend the late April College Conference at Westchester County Center, White Plains. This is an excellent opportunity to meet college representatives, ask questions, get on the college's mailing list to receive catalogues, view books, etc.
- Engage in the spring College Bound event to prepare for necessary spring and summer work related to college admissions. The *Green Book for College Planning* will be distributed.
- Work on completing the *Green Book for College Planning* and submit to your school counselor in early June.
- If you plan to pursue athletics at the collegiate level, register with the NCAA, at the end of the year. More information can be found at www.ncaa.org.
- Ask a teacher that know you well to write a letter of recommendation for you.
- Develop a college list in Naviance prior to the close of junior year. Each student list should contain schools considered to be a *reach*, *target* and *likely*. Partner with your counselor in ensuring your list meets your needs.
- Attend the Financial Aid Night at Harrison High School.

SUMMER BEFORE SENIOR YEAR

Summer is a time of preparation and investigation in the college search and application process.

- Continue to refine the college essay. Students are encouraged to attend Harrison High School's Summer College Essay Writing Workshop. Students are best prepared for September when they are able to leave the summer with a completed college essay.
- Plan and make additional college visits.
- Finalize the list of colleges to which you will apply.
- Complete additional preparation for SAT and ACT fall testing, as needed.

Senior Year Timeline- Grade 12

AUGUST/SEPTEMBER OF SENIOR YEAR

- Research test dates and deadlines for SAT and ACT exams. Register for the appropriate exams.
- Meet with your school counselor to ensure that your college list includes colleges appropriate to your academic/personal goals. Your list should contain schools considered to be a *reach, target and likely*.
- Review and provide feedback on the accuracy of your high-school transcript.
- Submit all remaining senior documents including authorization to release records signed by parents, activities resume, completed questionnaire, personal statement and 1-2 teacher recommendations. Write thank you letters to the individuals that have written you a letter of recommendation.
- Create a Common Application user-name and password.

OCTOBER OF SENIOR YEAR

- Attend the Harrison High School College Fair
- Learn about the college interview process by attending Harrison High School's College Interviewing Seminar
- Attend the fall college conference at White Plains County Center.
- Complete the FAFSA and other financial aid forms at www.fafsa.ed.gov. You may file beginning October 1st.
- Early decision and early action applications should be submitted to counselor 10 school days prior to the November 1 deadline and 10 school days prior to the November 15 deadline. Start sending regular decision college applications.
- Prepare a calendar of college interviews with alumni or on campus. Participate in mock interview sessions with your counselor.

NOVEMBER OF SENIOR YEAR

- Be aware of your first quarter grades and progress as they could be the difference between admission and rejection.
- Continue filing college applications.

DECEMBER OF SENIOR YEAR

- Connect with your school counselor to review your college application process.
- Be prepared to receive your early decision/early action responses.
- Any remaining applications should be submitted to your counselor 10 school days prior to the January 1 deadline.
- Notify the Guidance Office if the colleges you applied to require mid-year report cards to be sent.

JANUARY OF SENIOR YEAR

- Review your first semester report card for accuracy and effort with your school counselor.

FEBRUARY THROUGH APRIL OF SENIOR YEAR

- Remain in good standing in all academic courses and extracurricular activities. College acceptance letters are conditional based upon maintenance of good standing.
- Continue to investigate all sources of financial aid, including scholarships.
- Keep track of all college acceptance decisions. If accepted to several colleges, but still undecided, a second campus visit may be necessary. If no response has been received from a college, please see your school counselor.
- Provide your school counselor with all admissions decisions as you hear back from colleges.

MAY OF SENIOR YEAR

- Once committed to a college, advise all other colleges to which you have been accepted as to your decision before May 1, otherwise the college will keep your file active.
- Update your school counselors of all your admissions decisions.
- If on a wait list at a college that you are eager to attend, please see your counselor to determine next steps.
- Send acceptance deposit by specified deadline (usually May 1).

JUNE OF SENIOR YEAR

- Continue to access your school counselors as a resource in the college admissions process and transition to college as you make your way to graduation. Congratulations!

Senior Year Timetable- College Admissions

TYPES OF COLLEGE ADMISSION

Early Decision I: Students apply earlier (deadlines in November) than the regular admissions deadline and typically know their admissions decision by mid-December of their senior year. Before applying for Early Decision, students should have carefully researched the college and feel strongly that it is an excellent match academically, socially, geographically and financially. Students can apply to only one college via Early Decision. Early Decision is a binding contract to attend. Once a student receives acceptance, students must immediately rescind all other remaining applications.

Early Action: Meant for those students who want to apply early to their first choice colleges but want to be able to compare acceptances and financial aid packages (this is non-binding).

Regular Admissions: Standard deadlines that range from December to early March.

Rolling Admissions: College has no official admissions deadline. This is a common procedure at public colleges, which continue to review student applications as long as space is available. Many of these schools have suggested deadlines and students are encouraged to apply as early as possible and well before the communicated deadline.

Early Decision II: Early Decision II is similar to ED I, as it is a binding early-decision process but with later deadlines. Typically the application deadline is the same as for the regular admissions process but a decision is sent far sooner.

Priority Decision: Priority applications, sometimes called "VIP apps" or "choice apps" are applications in which students may not be required to write essays or pay fees, depending on the college. These colleges typically reach out to prospective applicants. If an applicant is truly interested in the college, then applying may be advantageous.

Restrictive Early Action/Single Choice Early Action: Restrictive Early Action is a non-binding admission option for students who have completed a thorough college search and are confident a college is their first choice. Admission decisions are provided by mid-December 15 with deadlines for application usually November 1.

Completed Green Sheets must be submitted to your school counselor a minimum of **10-school days** prior to college application deadlines. A minimum two week turn-around for processing Green Sheets in the high school guidance office is necessary to ensure all items are verified and processed. Please consult the table below for application deadlines. While college deadlines are deadlines established by the college or university **it is strongly advised to work well in advance of deadlines**, particularly when making requests from the College Board and ACT to send test scores. Their ability to process your information may not be immediate. Further, you are strongly encouraged to complete and submit known applications and Green Sheets as early as possible versus waiting until the deadline. In such cases, some colleges may review your application prior to the established deadline.

College Application Deadline By:	Application Must be Submitted & Paid For, Green Sheets Must be Given to Counselor By:
November 1, 2019	October 18, 2019
November 15, 2019	November 1, 2019
December 1, 2019	November 15, 2019
December 15, 2019	November 29, 2019
January 1, 2020 or Rolling	December 13, 2019

Introduction to College Planning

COLLEGE ADMISSIONS AND THE GUIDANCE DEPARTMENT

While college exams play a critical role in the application process, admissions representatives look at many different factors in reviewing applications, including:

- A rigorous and challenging course-load demonstrated on the transcript
- Grades earned
- Standardized test scores
- Extracurricular activities
- Athletics
- Application essay
- Letters of recommendation
- Intended major/field of study
- Other factors (geographic diversity, ethnic/racial diversity, socioeconomic diversity, and age diversity)

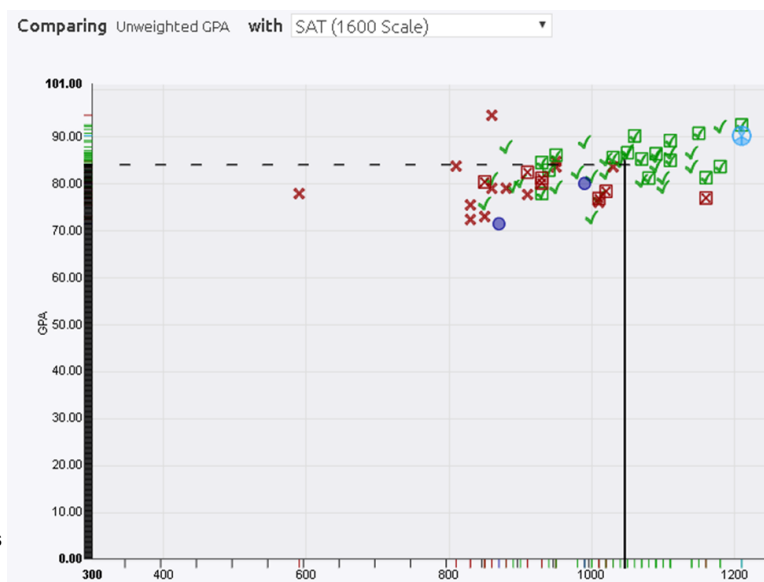
Resources for College Admissions can be found on the Guidance webpage:

<http://www.harrisoncsd.org/index.php/guidance/hhs-guidance-home>

NAVIANCE

Naviance is a comprehensive college and career readiness solution that helps districts and schools align student strengths and interests to postsecondary goals. Students, parents and school counselors use Naviance to explore careers, research colleges, store a list of prospective colleges, sign up for college visits, seek out scholarships, apply to college and more! Some information about its features include:

- **Exploring Careers:** Surveys are available to direct career searches based on interests and personal qualities which helps to guide college major selection; Shares job descriptions, skills needed, related careers, wages, etc.
- **College Research:** This research tool provides comprehensive information on thousands of colleges. In addition to general information, extensive data are presented on academics, cost, student body characteristics, and other programs. Students can produce a list of colleges that meet specific criteria (e.g., size, cost, location, available majors, etc.) Additionally, the "Supermatch" feature goes through questions that students should be asking when developing a college list helping to get to know themselves and what they want in a college.
- **Scattergram:** A graphical view of application outcomes (e.g., accepted, denied, waitlisted, etc.) at a college for recent HHS applicants, using GPA and standardized test scores. Students and families can gauge their chances of acceptance by comparing personal scores with those of successful applicants.
- **Acceptance History:** Shows all colleges to which HHS students have been accepted as well as the number of students who have applied.
- **Visit Schedule:** As college representatives schedule information sessions at HHS, these are posted online.
- **Scholarship List:** Scholarship information is located in Naviance including local scholarship offerings.



<http://www.harrisoncsd.org/index.php/guidance/hhs-guidance-home>

"Naviance Student"

Contact 630-3101 for your personal account login

College Entrance Exam Testing Recommendations

COLLEGE ENTRANCE EXAMS TESTING RECOMMENDATIONS

College entrance-exams often play an important role in the college admissions process. Throughout high school it is recommended you discuss specific entrance-exam plans with your school counselor.

Exams	Recommended Administration Dates
Practice ACT-Pre ACT	Winter, 10 th grade: This is the practice ACT, designed to measure students progress towards success on the actual ACT. It also allows students to experience the format and style of an ACT.
Practice SAT–PSAT 10	Winter, 10 th grade: This is the first of two practice SAT's, designed to measure students progress towards success on the actual SAT in the 10th grade year. It also allows students to experience the format and style of an SAT.
Practice SAT–PSAT/NMSQT	October, 11th grade: This is the Practice SAT for all 11th grade students. The PSAT/NMSQT is also connected to national scholarship opportunities for students who perform in the highest percentiles in the country.

SAT (Reading, Writing & Language, Math and Essay)	10 th Grade: Not Recommended
	11 th Grade: December, March, May, June, or August (Some students work to take this twice in grade 11)
	12 th Grade: October, November, or December

It is recommended that students sit for this exam two times.

ACT (English, Math, Reading, Science and Writing)	10 th Grade: Not Recommended
	11 th Grade: February, April, June, or July (Some students work to take this twice in grade 11)
	12 th Grade: September, October, or December

It is recommended that students sit for this exam two times.

SAT Subject Tests	SAT Subjects Tests in World History and Chemistry Best taken in May or June while enrolled in respective course –AP World History and/or Foundations in College Chemistry. Consult College Board study-guides, your school counselor, appropriate directors of instruction and the classroom teacher. Additional preparation is necessary to ensure alignment of all curriculum.
	SAT Subjects Tests in Biology, Literature, Physics and US History Please consult College Board study-guides, your school counselor, appropriate directors of instruction and classroom teachers. Determining the most suitable time for taking Subject Tests in the above subjects will depend on individual readiness, preparation and overall testing-plan. Additional preparation is necessary to ensure alignment of all curriculum.
	SAT Subject Test in Math Level 1 and/or SAT Subject Test in Math Level 2 Best taken in May or June while enrolled in most relevant course. Level 1 corresponds best to Algebra II. Level 2 corresponds to AP Calc BC I or AP Calc BC II. Consult your school counselor, Director of Mathematics and classroom teacher.
	SAT Subject Test in Languages Chinese, German, Spanish, Italian, French, Korean, Japanese, Latin and Hebrew Best taken in May or June while enrolled in respective senior-year course or in May of junior year based on student readiness. Consult your school counselor, Director of World Languages and classroom teacher for guidance.

Consult Naviance and a college's website for specific college requirements. While the majority of colleges and universities do NOT require Subject Tests, many of the country's most selective colleges require two or more for admission. Please consult with your school counselor prior to registering.

Students with IEP's, 504 Plans, or ENL supports should contact the Guidance Office for assistance in applying for accommodations on all tests. Accommodations may be available, but are contingent upon College Board and/or ACT approval—not HCSD. Please call 630-3345.

Graduation Requirements

DIPLOMA DESIGNATIONS

Regents Diploma with Advanced Designation

Awarded to students who complete all the requirements of a Regents Diploma plus the additional requirements: (a) World Language—at least 3 credits in the same foreign language plus a score of at least 65% on the World Language Checkpoint B exam OR a 5-unit sequence in art, music, or career technical education. (b) A second and third Regents examination in Mathematics: Algebra I, Geometry and Algebra II. (c) A second Regents examination in Science (one life and one physical). One exam must be Living Environment and the second can be any of the Physical Sciences (Earth Science, Chemistry or Physics).

Regents Diploma

Awarded to all students who complete at least 22 credits and achieve satisfactory scores on the required Regents exams.

DIPLOMA WITH HONORS

Awarded to students who complete all requirements for the Regents diploma and achieve a mean average of at least 90% on all Regents exams:

- Regents Advanced Designation Diploma with Honors
- Regents Diploma with Honors

Students are expected to meet the following New York State public high school requirements for graduation.

REQUIRED UNITS OF CREDIT

Regents Diploma		Advanced Designation	
Content Area	Credits	Content Area	Credits
English	4	English	4
Social Studies	4	Social Studies	4
Mathematics	3	Mathematics	3
Science	3	Science	3
World Languages	1	World Languages	3
The Arts	1	The Arts	1
Health	.5	Health	.5
Physical Education	2	Physical Education	2
Electives	3.5	Electives	1.5
Total	22	Total	22

TESTING REQUIREMENTS¹

Regents Diploma ³ (Minimum passing score 65%)	Advanced Designation (Minimum passing score 65%)
Regents English	Regents English
Regents Mathematics	Regents Mathematics
Regents Global History	2 nd /3 rd Regents Mathematics
Regents US History	Regents Global History
Regents Science (physical or life)	Regents US History
	Regents Science (life)
	2 nd Regents Science (physical)
	World Language (Checkpoint B) ²

¹School counselors will help to determine the appropriate testing plan and diploma type based on each individual students strengths and needs. Students with disabilities and English language learners have safety net options to meet the requirements of a Regents Diploma or Local Diploma.

²The World Language exam is a Checkpoint B exam which meets the Regents requirement.

³Students entering grade 9 after 2011 are required to pass 4 required Regents exams in ELA, Math, Science and Social Studies plus one additional exam in Math, Science, or Social Studies, or complete all requirements for the CDOS Commencement Credential, or complete an approved CTE Program and pass an approved CTE Assessment.

Building a Rigorous Academic Profile

WHAT IS A HIGH-SCHOOL TRANSCRIPT?

An important factor in college admissions is a student's high school record. The high school record is shared with colleges via the student transcript. A high-school transcript is a document that details a student's academic achievement in high school courses offered grades 9-12 and includes high-school courses completed during middle school. The transcript is, quite simply, a copy of a student's high-school course record that contains an applicant's courses, grades, test scores, and grade-point-average (GPA). The document plays an important role in the college admissions process.

One of the most important factors in the college admissions process is the rigor exhibited on the student's transcript. College admissions officers want to know if students took the most challenging courses appropriate for them that are available at their high school. The high-school transcript will be submitted along with a student's application for admission and may also be required when a student applies for a scholarship.

WHAT IS THE MOST DEMANDING PROGRAM OF STUDY?

Given the diverse population of Harrison High School, we emphasize a personalized approach to learning which allows students to self-select their most rigorous, best-fit, pathway of study. Many students will pursue a full IB Diploma Program, while others elect to take one or more AP or IB courses. The class of 2018 had 96% of students enrolled in at least one AP or IB course.

ADVANCED PLACEMENT COURSES

Harrison High School offers a rich variety of programs that encourage students to pursue specific interests. The educational program is a comprehensive, rigorous college preparatory curriculum. Harrison has made a commitment to the principles of equity and access to a rigorous and challenging curriculum. **Students enrolled in AP courses must sit for the external AP exam.**

2019-2020

Social Studies:

- World History

Mathematics:

- Calculus BC
- Statistics

INTERNATIONAL BACCALAUREATE COURSES

In addition to the AP courses, students will have the opportunity to enroll in individual IB courses and/or work towards the full IB Diploma. **Students enrolled in IB courses must sit for the external IB exam.**

2019-2020

Language A1/Group 1:

- Literature HL Year 1 & Year 2
- Language and Literature SL Year 1 & Year 2

Second Language/Group 2:

- French SL Year 1 & Year 2
- Spanish SL Year 1 & Year 2
- Spanish HL Year 1 & Year 2
- Spanish Ab Initio Year 1 & Year 2
- Italian SL Year 1 & Year 2

Individuals & Societies/Group 3:

- History of the Americas HL Year 1
- 20th Century World History HL Year 2
- 20th Century World History SL
- Economics SL
- Psychology SL
- Psychology HL Year 1 & Year 2
- Business SL Year 1 & Year 2

Experimental Sciences/Group 4:

- Biology HL Year 1 & Year 2
- Physics SL & HL Year 1 & Year 2
- Biology SL
- Design Technology SL & HL Year 1 & Year 2

Mathematics/Group 5:

- Math Analysis SL Year 1
- Math SL Year 2
- Math Applications SL Year 1
- Math Studies SL Year 2
- Math Studies SL

The Arts/Group 6:

- Visual Arts SL & HL Year 1 & Year 2
- Theatre Arts SL & HL Year 1 & Year 2
- Music Theory SL & HL Year 1 & Year 2
- Dance SL & HL Year 1 & Year 2

The International Baccalaureate Diploma Programme

WHAT IS THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME?

The International Baccalaureate (IB) Diploma Programme is a two-year curriculum for juniors and seniors designed to promote multi-disciplinary content mastery, critical thinking skills, global awareness, and personal efficacy. Students who successfully complete all of the program requirements receive an IB Diploma, recognized internationally by leading universities as a high standard of rigor. Students may also take individual IB designated courses for credit and earn certificates for each course successfully completed. Many universities offer college credit for successful completion of IB courses in high school. Completion assists students in the competitive college admissions process.

Central to the philosophy of the IB programme, IB Diploma candidate-students are required to take six subjects (usually one from each subject group) plus write a 4,000 word (about 8-pages) Extended Essay (EE), complete a course in Theory of Knowledge (TOK), and engage in a number of Creativity, Activity and Service (CAS) projects.

Extended Essay (EE): The extended essay affords students the opportunity to deeply investigate a topic of individual interest acquainting them with the independent research and writing skills expected at the university level.

Theory of Knowledge (TOK): The interdisciplinary TOK course serves as a philosophical and theoretical framework for the program. Students explore the nature of knowledge across disciplines and develop an appreciation for the cultural context of meaning.

Creativity, Activity and Service (CAS): Participation in the school's CAS program encourages students to be involved in artistic pursuits, sports and community service work, thus fostering their appreciation for life outside the academic arena.

MUST STUDENTS WORK TOWARD THE FULL DIPLOMA TO ENROLL IN IB COURSES?

We encourage all students to take one or more IB courses up to the full IB Diploma Programme. We understand that some students may wish to enroll in a limited number of IB courses. Students are encouraged to enroll in IB courses that fit individual need, interest, and readiness. In 2018-2019, 90% of juniors and seniors were enrolled in one or more advanced courses.

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMME CONTACTS

IB Diploma Programme

Christopher Tyler, Ph.D., *Coordinator*
630-3108 tylerc@harrisoncsd.org

Creativity, Activity, Service (CAS)

Meredith Devine & Brittany DeGrazia, *CAS Coordinator's*
devinem@harrisoncsd.org & degraziab@harrisoncsd.org

Extended Essay (EE)

Catherine Johnson, *EE Coordinator*
630-3140 johnsonc@harrisoncsd.org

Visit our IB Diploma Programme
Website for more information:

www.harrisoncsd.org

Under the "Curriculum" Heading

WHAT ARE THE TRAITS OF AN IB LEARNER? THE IB LEARNER PROFILE

The aim of the IB Programme is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

IB Diploma Requirements

WHAT IS REQUIRED TO EARN AN IB DIPLOMA

All incoming eleventh graders who have successfully completed coursework in grade nine and ten, or at another school, are encouraged to commit to the two-year IB course of study. In addition to meeting proficiency in the required six subjects—through external and internal assessments—IB students submit a 4,000-word (about 8-pages) Extended Essay (EE), complete 150 hours of Creativity, Activity, Service (CAS), and enroll in a 100-hour, two-year, interdisciplinary course: Theory of Knowledge (TOK). IB Diploma Candidates must plan their schedules carefully to complete the diploma and to fulfill New York State and Harrison High School graduation requirements. Students have the option of taking individual IB courses or working for an additional IB Diploma through the successful completion of requirements. The IB diagram on the following pages summarizes course offerings available to students.

Students who wish to work towards the full-IB Diploma are required to successfully complete:

- ◆ **Six subjects¹** through internal and external assessment
 - ◆ A minimum of three High Level (HL) Courses²
 - ◆ A minimum of three Standard Level (SL) Courses²If students take 4 HL courses, they would only need to take 2 SL Courses.
- ◆ **Extended Essay (EE)**
- ◆ **Creativity, Activity and Service (CAS)**
- ◆ **Theory of Knowledge (TOK)**

IB full-diploma candidates take three (at most four) subjects at Higher Level and three (at fewest two) subjects at the Standard Level. Most IB courses are taught over a two-year period. The exceptions are SL courses that occur over a one-year period during 2019-2020: 20th Century World History SL, Economics SL, Biology SL, Math Studies SL, and Psychology SL.

Each IB course, save for TOK, is graded on a scale from 1 to 7 and such grades are awarded based upon student performance on both internal assessments (graded by HS faculty) and external assessments (graded by external readers). Several conditions must exist in order for candidates to earn the diploma as candidates must:

- ◆ earn at least 24 points generated from the summation of scores from 3 HL and 3 SL courses and points awarded from Theory of Knowledge and Extended Essay performances
- ◆ gain at least a summed score of 12 from their 3 HL courses and cannot have any scores of 1 or 2 on an HL, nor more than 1 HL with a score of 3
- ◆ cannot have any SL with a score of 1, nor more than 1 SL with a score of 2
- ◆ score above the minimum score of E on both the Extended Essay and Theory of Knowledge which are graded on a scale of A (highest) to E (lowest)
- ◆ fulfill all Creativity, Activity, and Service requirements

¹ Students may substitute a course in the Arts/Group 6 with an additional course in Groups 2, 3, 4, or 5.

² Students should be aware that several courses require a two-year commitment for completion.

IB PROGRAMME CORE DESCRIPTIONS

EXTENDED ESSAY (EE)

Students begin the EE during junior year and finish during senior year
Course No.: 297 Grades Offered: 11-12
Credit: 0.0 (IB Diploma Requirement)

As a requirement for all IB Candidates All students research and write their EE independently, and can write on any topic and in any language they like (as long as it falls within the IB subject areas). Students usually write on

topics that hold particular interest or reference to them, and the essay can be based on research or experiment. Additional information and guidelines will be provided to students and parents through orientation and conference with the IB Coordinator. Students will receive individual mentoring in this pursuit.

CREATIVITY, ACTIVITY and SERVICE (CAS)

Students begin CAS during junior year and finish during senior year
Course No.: 298 Grades Offered: 11-12
Credit: 0.0 (IB Diploma Requirement)

This is a requirement for students working to earn an IB Diploma. CAS is an integral part of the IB Programme and is designed to help students develop new skills, interests, and understandings while providing service for others. CAS stresses the importance of experiential learning.

- ◆ **Creativity:** the arts and other experiences involving creative thinking.
- ◆ **Activity:** physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the IB Diploma Programme.
- ◆ **Service:** an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

The main principles of the CAS program involve developing students into internationally-minded people who, by recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Students are encouraged to “think globally and act locally” and that “if they believe in something, they must not just think or talk or write, but must act.”

There are four criteria that must be met for each CAS activity:

1. Activities must be real and purposeful with significant outcomes.
2. Tasks must involve personal challenge and be achievable in scope.
3. Activities should involve thoughtful consideration: planning, reviewing progress, and reporting.
4. Students must reflect on outcomes of the activity and on personal learning and growth.

As part of the CAS requirement, students will complete approximately 150 hours engaged in a CAS activity. The emphasis, however, is not on the accumulation of hours but on the reflection process that the student engages in before, during, and after the activity. It is expected that CAS work extends throughout the two year program. Student reflections should involve critical thinking in evaluating the success of the activity against the original goals. At the conclusion of the Diploma Programme, a diploma candidate must convince a panel that he/she met the objectives of CAS to qualify for an IB Diploma. Additional information and guidelines will be provided to students and parents through orientation and conference with the IB and CAS Coordinators.

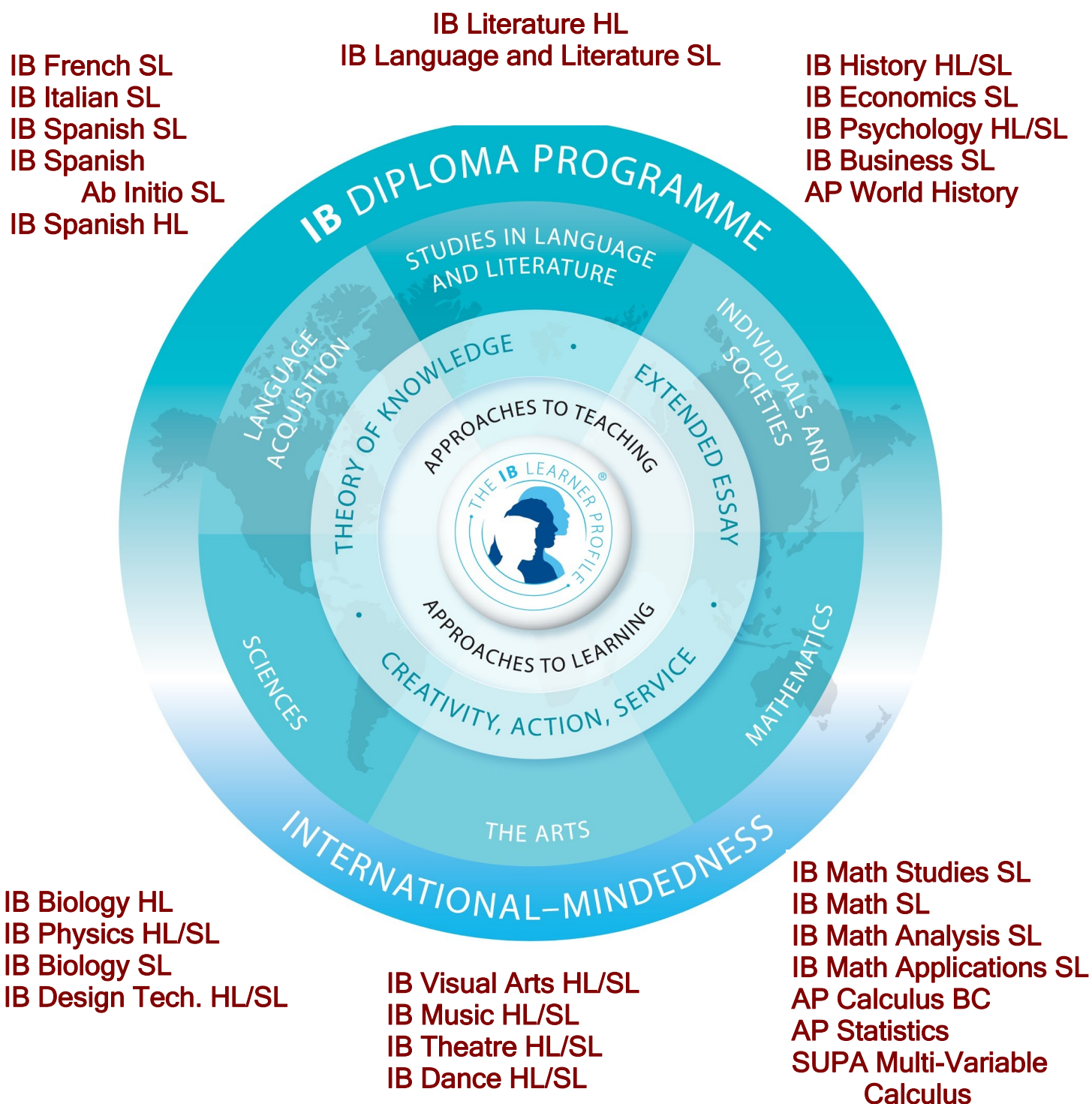
THEORY OF KNOWLEDGE (TOK)

Two-year course taken during both junior and senior year
Course No.: 299 (Yr 1) 302 (Yr 2) Grades Offered: 11-12
Credit: 0.5 (alternate day each year; 0.5 credit each year)

This is a requirement for students working to earn an IB Diploma. Students must be working towards the IB Diploma to enroll in the course. The Theory of Knowledge course is the central, interdisciplinary core around which the various subject areas of the International Baccalaureate Programme revolve. Students will explore knowledge systems of mathematics, human sciences, natural sciences, history, the arts, and ethics, as understood through the lenses of emotion, reason, language and perception. Throughout the student's experience in IB Programme classes, he or she is challenged to think globally and become a more independent learner. Toward that end, the TOK course will engage students in questioning and reflecting on various knowledge systems and their own roles within those systems as members of the global community.

IB & AP Course Offerings 2019-2020

IB & AP Course Offerings 2019-2020

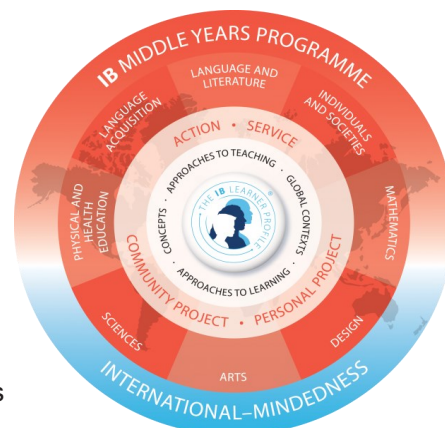


IB Middle Years Program

THE IB MIDDLE YEARS PROGRAM OVERVIEW

The Harrison Central School District is in the process of implementing the IB Middle Years Program (MYP), a comprehensive and developmentally appropriate curricular framework, in grades 6-10. The MYP will complement our highly successful IB Diploma Program as it is uniquely designed for rigorous academic study in a supportive learning environment.

The learner profile, IB's mission in action, serves as the foundation of learning. Through the dimensions of the profile, students strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. The program offers a wide range of opportunities for students to develop their potential, to explore their own learning preferences, to take appropriate risks, and to reflect on, and develop, a strong sense of personal identity. The program encourages students to build upon their personal strengths and to embrace academics in and across all subject areas. Interdisciplinary learning is a significant feature of the curriculum. Additionally, at the end of grade 10, students will complete a Personal Project, a self-directed study within a global context that synthesizes their learning throughout the program.



Implementation Timeline

Harrison has developed a comprehensive, multi-year plan to implement the MYP. Full implementation will take between 3 and 5 years to complete. Throughout the process, students at both Louis M. Klein Middle School and Harrison High School will experience many enhancements to our current instructional program.



View These Links for Additional Information

MYP Brochure <http://www.ibo.org/globalassets/digital-toolkit/brochures/myp-programme-brochure-en.pdf>

Fact Sheet for Parents <http://www.ibo.org/globalassets/digital-toolkit/brochures/1503-myp-factsheet-for-parents.pdf>

FAQs <http://www.ibo.org/globalassets/digital-toolkit/brochures/parent-pack-faqs-about-the-myp.pdf>

Video <https://vimeo.com/140759548>



Co-Curricular Clubs

Extracurricular activities help students develop time-management skills and enrich the school experience. Finding a fitting and authentic interest—quality over quantity—is key for participation. A listing of available opportunities can be found below:

CO-CURRICULAR CLUBS

Athletic Council
Art Club
Astronomy Club
Buddies Club
Cable Television Club
Chemistry Club
Color Guard
Computer Science Club
Dance Connections
Debate Team
DECA (Business Club)
Film Studies Club
Footlight Players (Musical Theater)
Foreign Language Clubs and Honor Societies
(French, Italian, Latin, Spanish)
Friends of Rachel
Gay-Straight Alliance
HHS Newspaper, *The Husky Herald*
HHS Playhouse (Theater)
Husky Harmonics (Vocal Music)
Imagine: Literary Magazine
Jazz Workshop
Technical Crew
Majorettes
Math Club
Model Congress
National Honor Society (NHS)
Peer Leaders
Relay for Life
ROTOY: Reaching Out to Our Youth
Student Government
String Ensemble
Symphonic Winds
Varsity Club
Yearbook Club
Youth Volunteers of Harrison

Attendance and Grade Reporting

Grades and Attendance

Attendance By Class																			
Exp	Last Week					This Week					Course	Q1	Q2	Q3	M1	S1	Y1	Absences	Tardies
	M	T	W	H	F	M	T	W	H	F									
1(1-6)										UNV	Global History 10 Email Merritt, Natasha - Rm: D114	97	98	100	95		98	4	0
2(1-6)				UNV	UNV						Spanish II Email Salinas, Jennifer - Rm: C103	77	87	68	68		76	5	0
3(1,3,5)											Physical Education Spring Email Kail, Louis - Rm: HS Gym			100				1	0
4(1-6)											Foundations in College Chemistry Email Pastore, Lisa - Rm: D206	79	94	90	79		86	1	0
5(1,3,5)											Lunch Odd Email Supv, J Q - Rm: Student Un	0	0	[]	[]		[]	1	0
5(2,4,6)											Found in Coll Chem Lab Email Pastore, Lisa - Rm: D206	0	0	[]	[]		[]	0	0
6(1-6)											Geometry/Trig Email Roberts, Marc - Rm: RG 101	87	88	86	84		87	1	0
7(1,3,5)											Health Email Zanot, Kate - Rm: B107	97	92	[]	[]		95	1	0
7(2,4,6)											Lunch Even Email Supv, J Q - Rm: Student Un	0	0	[]	[]		[]	1	0
8(1-6)											English 10 Email Garcia, Marie - Rm: D136	76	85	78	[]		80	2	0
9(1-6)											Foundations in Business Email Santo, Joseph - Rm: B100	90	91	89	95		91	2	0
Attendance Totals																		19	0
Current Q2 Honor Roll Calculation GPA (Q2): 91.1429																			

Attendance and grades are available to students and parents on an on-going basis during each school year through the use of the Quick Lookup screen in PowerSchool's Portal.

- A** Courses and teachers. Some supports will not appear. Each teacher can be contacted via email. Teacher and administrator emails follow a similar format:
Last name first initial@harrisoncsd.org
- B** Absences from each class. Unverified absences include, but are not limited to: class cuts, extended vacations, undocumented absences, excessive tardiness, and unapproved early leaves from school.
- C** Absence and tardy total from each class.
- D** Quarter grade earned by student in the course. (Q1, Q2, Q3, Q4)
- E** Midterm grade earned by student in the course. (M1)
- F** Overall student average in the course at a given time. (Y1)
- G** Unweighted GPA for the quarter. Quarter GPA is determined by multiplying each quarter grade by credit-weight of the course taken. Add total and divide by total possible credits for the quarter. Physical Education is included in this calculation.
Honor Roll is an academic awards program that provides recognition for students. Academic achievement. Quarterly a student's GPA is calculated for the purpose of determining High Honor Roll (90.0%-100.0%) and Principal's Honor Roll (85.0%-89.9%). Honor Roll is based on the unweighted quarterly grade.

Understanding the Transcript

Name:		
Student ID:		Grade:
Date of Birth:		Gender:
Parent Guardian		

A

B

CEEB Code: 332275

Graduation Date:

C

Harrison High School
255 Union Avenue
Harrison, NY 10528
 Tel: 914-835-3300 Fax: 835-5471
 Counselor:

D

Comments:
 Regents Diploma
 National Honor Society
 Magna Cum Laude
 Spanish Honor Society

E

Transcript			Transcript			Cumulative Summary			
Course Title	Grade	Credit	Course Title	Grade	Credit				
13-14 Louis M Klein Middle School Gr 8			16-17 Harrison High School Gr 11			Cumulative Weighted GPA: 97.009			
Algebra I - LMK	90	1.00	Ceramics I	95	1.00	Cumulative Unweighted GPA: 93.905			
Spanish 8	96	1.00	English 11	95	1.00	Total Credits Earned: 31.00			
Cr Completed 2	F	Unweighted GPA 93.000		IB Biology SL	92	1.00			
14-15 Harrison High School Gr 9			IB History of the Americas HL Yr 1	92	1.00	Courses in Progress			
Biology	G	92	1.00	IB Math SL Yr 1	94	1.00			
English 9		91	1.25	IB Spanish SL Yr 1	96	1.00			
Geometry		93	1.00	IB Visual Arts HL Yr 1	92	1.00			
Global History 9		94	1.25	Physical Education Fall	100	0.25			
Introduction to Computer Science		100	0.50	Physical Education Spring	100	0.25			
Physical Education Fall		100	0.25	Cr Completed 7.5	L	Unweighted GPA 93.714			
Physical Education Spring		100	0.25	17-18 Harrison High School Gr 12					
Spanish II		93	1.00	AP Language and Comp	95	1.00			
Studio in Art		95	1.00	Ceramics II	100	1.00			
Cr Completed 7.5		Unweighted GPA 93.464		IB 20th Century World History HL Yr 2	90	1.00	Testing Information		
15-16 Harrison High School Gr 10			IB Math SL Yr 2	92	1.00				
AP World History	95	1.00	IB Spanish SL Yr 2	96	1.00				
Chemistry	93	1.00	IB Visual Arts HL Yr 2	97	1.00				
Common Core Algebra II	92	1.00	Physical Education Fall	100	0.25				
Computer Science II	97	0.50	Physical Education Spring	100	0.25				
Drawing and Painting I	96	1.00	Cr Completed 6.5	Unweighted GPA 95.000					
English 10	93	1.00							
Health	97	0.50							
Physical Education Fall	99	0.25							
Physical Education Spring	100	0.25							
Spanish III	91	1.00							
Cr Completed 7.5		Unweighted GPA 93.857							
K				M					
				New York State Exams					
			Course Title		Grade				
			Regents Common Core Algebra II		80				
			Regents Common Core ELA		97				
			Regents Geometry		91				
			Regents Global History		98				
			Regents Integrated Algebra		89				
			Regents Living Environment		92				
			Regents Phy Set/Chemistry		88				
			Regents US History&Gov't		98			R	

H

G

F

L

J

M

K

P

Q

R

Understanding the Transcript

UNDERSTANDING THE TRANSCRIPT

- A** Personal student information, including: name, student ID number, current grade-level, date of birth, gender, parent name(s), and home mailing address. Social security numbers and ethnicity are not reported on the transcript.
- B** Harrison High School's school code. The College Entrance Examination Code (CEEB code) is utilized by colleges and universities, the College Board, and ACT for identifying and linking our school with college entrance exam scores (e.g., PSAT, PreACT, SAT, SAT Subject Tests, AP, etc.).
- C** Student graduation date.
- D** Harrison High School's address and contact information, including school counselor's full-name.
- E** Comments box. This area of the transcript is utilized to indicate any special honors that a student might have earned and includes the following:
- Diploma Awarded
 - Graduation Honors—*Magna Cum Laude*
 - National Honor Society
 - Foreign Language Honor Society
 - IB Diploma Candidate
- F** Course titles by grade. All high-school courses taken by students are included on the transcript, including those taken during 8th grade (e.g., World Language, Algebra).
- G** Course titles.
- H** AP/IB Designation. Colleges and universities evaluate the transcript based on course titles. AP and IB titles receive the most weight and consideration in the college admissions process. The designation is an authorized national and international standard that colleges and universities understand versus any locally-developed curriculum.
- J** Final grade earned in each course and credit received. Final grades are determined by considering inputs from each quarter as well as any midterms and/or final examination
- K** Credits completed by year/grade level.
- L** Unweighted GPA for year/grade level. GPA is determined by multiplying each final grade by credit-weight of the course taken. Add total and divide by total possible credits for the year. Physical Education is not included in this calculation.
- M** New York State Exams. All high school Regents exams are recorded, including the Second Language Proficiency exam (Checkpoint A) from 7th grade. These exams are only recorded as best effort. Students can retake an exam and only the highest score earned will be reported on the transcript.
- N** Cumulative Summary
- Cumulative Unweighted GPA is determined by considering all courses completed by multiplying each final grade by credit-weight of the course taken. Add total and divide by total possible credits for the year. Physical Education is not included in this calculation.
 - Cumulative Weighted GPA is determined similarly, however, points are added to each final grade for AP, IB, SUPA, WCC and Multi-Variable Calculus courses. Physical Education is not included in this calculation.
- P** AP Exams by title, date, and score earned. Students and parents decide whether to include ALL or NONE of the AP Exam scores on the transcript. This decision is made during the college admissions process of senior year.
- Q** SAT, ACT, SAT Subject Tests by title, date, and score earned. Students and parents decide whether to include ALL or NONE of each type of test. This decision is made during the college admissions process of senior year.
- R** Signature—the transcript must be signed and have an official seal.

Student Support Services

School Counseling Department

School Counselors support the educational, social, emotional, college, and career development of their students. School Counselors partner with students, parents, teachers and administration to work toward students personalized goals to ensure a comprehensive individualized four year plan for each student.

Each student has a designated school counselor. School counselors' case loads include students from all four grade levels.

Student Support Services

INSTRUCTIONAL SUPPORT SERVICES

Instructional support services are provided to students who are at risk of not meeting New York State Learning Standards and/or requirements for graduation. This support may be provided indirectly in the form of consultation with classroom teachers, as in-class support or through direct services to students. Levels of support depend on each student's needs from occasional, informal support to more structured intervention services. Support is modified as necessary and continues as long as needed to ensure a student's success.

ENGLISH AS A NEW LANGUAGE

English as a New Language (ENL) services are provided to English Language Learners in order to facilitate the acquisition of social and academic language and an understanding of American culture. The program emphasizes inclusion through integration of English Language Learners with native English-speaking peers, while also providing direct English language instruction, academic support and advocacy for English Language Learners.

SCHOOL PSYCHOLOGISTS

School Psychologists ensure that every student learns in a safe, healthy and supportive environment. School Psychologists utilize child development theories and effective teaching practices to help alleviate difficulties that may otherwise impede successful learning. These services include consultation, assessment, intervention, prevention, education, research and health care provision.

SCHOOL RESOURCE OFFICER

A School Resource Officer (SRO) is a certified law enforcement officer who is permanently assigned to Harrison High School. He/she is trained to fulfill three roles: a law enforcement officer whose primary purpose is to help maintain a safe and orderly environment in the high school so that students can learn; a law-related counselor who provides guidance to students and acts as a link to support services both inside and outside the school environment; and a law-related education teacher who provides the school with an additional resource.

SCHOOL SOCIAL WORKER

The school social worker provides assistance to students, families, and appropriate school staff to understand and participate in the process of problem resolution. He/she may act as a liaison between school, family and other community agencies in nurturing a child's growth and development. Additionally, a school social worker provides individual and/or group support and educational workshops to strengthen parenting skills and to assist in supporting positive adolescent development.

SPECIAL EDUCATION

The Committee on Special Education of the Harrison Central School District provides special education services for students with disabilities. When an educational disability is suspected, a comprehensive assessment is required, including a psychological evaluation, social history, an observation in the classroom and educational evaluations and assessments in areas related to the suspected disability.

If the student is determined by the Committee on Special Education (CSE) to have an educational disability and needs special education services, recommendations regarding appropriate services are made in an Individualized Education Program (IEP). Service considerations include accommodations and support services in the general education classroom, related services, co-teaching and learning center, placement in HCSD. In certain situations the CSE may consider BOCES special class programs and approved private day and residential programs. By law, children must be served in the "least restrictive" educational setting.

SPEECH AND LANGUAGE

Speech and language services are provided to facilitate the acquisition and use of language by students whose language development is delayed or impaired. These services are available to students through recommendation by the Committee on Special Education (CSE), if it is determined that the language disability is having a significant impact on a student's educational performance.

STUDENT ASSISTANCE COUNSELING

The student assistance program is supported financially by the school district and Student Assistance Services Corporation (SASC). SASC receives funding from the New York State Office of Alcoholism and Substance Abuse Services through the Westchester County Department of Mental Health. The program provides alcohol and drug education and counseling services to students with school, peer, family, alcohol, and/or drug related problems. The student assistance counselor works closely with students, faculty, and parents in an effort to prevent the development of alcohol and drug abuse among students; to reduce the incidence of alcohol and drug related problems among students; to improve attendance; to reduce alcohol and drug consumption among students with alcohol and drug related problems; and to enhance the factors that will protect students from the above risks.

Course Selection

ANNUAL COURSE REGISTRATION

Each year, at the beginning of the second semester, students are provided information and a process to select courses for the coming year. School counselors work closely with students individually and in small groups, reviewing academic plans and available courses, and providing assistance to ensure appropriate support and guidance in the course selection process. The availability of some courses can be based on minimum student enrollment. Students are encouraged to discuss course selections with their teachers and parents.

TRANSFER STUDENTS

New students to Harrison High School must register with Harrison Central School District's Registrar. At the time of registration the student is given an appointment with a school counselor who assists with course requirements. Decisions concerning course selections are based on records from previous schools and on what is most appropriate to the student's needs and interests.

MAKE-UP REQUIREMENTS FOR FAILED COURSES

Students who fail a high school course required for graduation must successfully complete the course in an authorized and school pre-approved summer school program, or take the same course the following year.

DROPPING/ADDING COURSES

The selection of courses requires careful planning, serious thought and proper guidance. Since classes are established based on course requests, students are expected to remain in the courses they select. It is only in unique circumstances that students should change courses after school begins.

For any schedule change, a Course Change Intervention document must be obtained from the student's school counselor. Students should use the

form to collect information from the school counselor, classroom teacher and curriculum director about the proposed change. Signatures from teachers, parents, curriculum directors, the director of guidance and the principal are required. Students must meet with the school counselor to discuss any change. A student must continue to attend classes in the course until the schedule change has been made official.

DROP/ADD DEADLINES

If a course is dropped on or before the deadline noted below, no record is made on the student's transcript.

The deadlines for dropping courses are as follows:

For a full-year course:

The deadline is six school days after the first quarter progress report is available.

For a half-year course:

The deadline is six school days after the first quarter progress report is available, or after the third quarter progress report in second semester courses.

Course change forms will be available after the first ten school days.

The deadlines for adding courses are:

For a half-year course:

The deadline is on or before 5 school days.

For a full-year course:

The deadline is on or before 10 school days.

COURSE AVAILABILITY

In the event of insufficient enrollment, staffing considerations, and fiscal restraints, Harrison High School reserves the right to not offer a course. Courses within the same discipline, but on different levels, may be combined as a result of low enrollment.

LEVELS OF INSTRUCTIONAL PROGRAM

Educational experiences that involve varying levels of difficulty are offered to meet the diverse needs of students. Classes are identified as Advanced Placement (AP), International Baccalaureate (IB), College Preparatory, Regents, Vocational (member of Board of Cooperative Educational Services—BOCES) and Special Education.

It is our belief that all students will have the opportunity to explore all areas of academic and co-curricular interest to realize their potential. Students who select AP or IB courses often demonstrate high motivation, interest and/or aptitude in the subject area and seek challenges found in our most rigorous academic offerings. Characteristically, these students demonstrate enthusiasm for the subject matter, have a history of academic success and are persistent in their efforts to learn. Weighted grades are not reported on the report card or transcript. Instead a weighted cumulative GPA is reported on the transcript only and is used in determining invitation to honor societies and for graduation honors only.

Course Weights for Weighted GPA:

AP Courses	10 points each year
IB HL 2 years	10 points each year
IB 1 year SL	10 points
IB 2 year SL	5 points each year
SUPA	10 points
College Courses	5 points

COURSE ENROLLMENT

The Harrison High School class schedule consists of nine forty-one minute periods. School counselors work with each student to emphasize a personalized approach to learning which allows students to self-select their most rigorous, best-fit, pathway of study.

Students in grades 9, 10, and 11 are required to enroll in and maintain a minimum of 6.5 credits. Students in grade 12 are required to enroll in and maintain a minimum of 5.5 credits.

Course Selection and Academic Recognition

COURSE ENROLLMENT REQUIREMENTS

A **9th-grade student** schedule typically includes English, Global History, Geometry or Algebra/Trig, Biology, World Language, Physical Education, an Art or Music class to fulfill the New York State requirement and an elective and/or supports as needed.

A **10th-grade student** schedule typically includes English, Global History, Algebra II, Foundations in College Chemistry or Earth Science, World Language, Physical Education and Health to fulfill the New York State requirement and an elective and/or supports as needed. Many students will enroll in their first AP class in tenth grade—AP World History.

An **11th-grade student** schedule typically includes English, United States History, Mathematics, a Lab Science, World Language, Physical Education, and electives. Each year some students choose to participate in a half-day occupational education program offering at the Southern Westchester Occupational Education Center together with a half-day at Harrison High School. Many students will find suitable opportunities to challenge their coursework with IB courses beginning in 11th grade.

A **12th-grade student** schedule typically includes English, Social Studies, and at least three additional courses including Mathematics, Science, and World Language.

AP & IB EXAM REQUIREMENT

Students who enroll in and maintain placement in an AP/IB course are required to sit for the respective AP/IB external exam when administered. Harrison Central School District covers the cost of any AP/IB exam. Students who do not take a corresponding AP/IB external exam will lose the AP/IB designation on their transcript as well as any course weighting.

EQUITY AND ACCESS

The Harrison Central School District requires teachers and administrators to make equitable access a guiding principle for our AP and IB programs. The District is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum are encouraged to explore this option with their school counselor and parents, and if committed, to enroll in AP and/or IB courses. The district is committed to supporting all students in pursuing success in rigorous programs, such as AP and/or IB. We have eliminated the barriers that restrict access to AP and IB courses for students from ethnic, racial, and socioeconomic groups that have been traditionally under-represented in the AP and IB Programs. We are committed to making efforts to ensure that our AP and IB classes reflect the diversity of our student population.

ACADEMIC GRADUATION HONORS

Ranking: Harrison High School does not rank students.

Graduation Awards: A tiered system of academic honors is established to recognize student distinction and is based upon the cumulative grade-point-average for all high school courses (grades 8-11), with the exception of physical education. The weighted cumulative grade-point-average is determined at the conclusion of junior year for use in the college admissions process.

Academic Distinction	Weighted GPA
<i>Summa Cum Laude</i>	98 or higher
<i>Magna Cum Laude</i>	95 - 97.99
<i>Cum Laude</i>	93-94.99

Commencement Speakers: The Summa Cum Laude students will be involved in the selection of commencement speakers.

GRADE POINT AVERAGE

Students receive a numeric grade in all courses at the end of each marking period and as a final grade. Students may also have course midterm and final examination grades, which are included in determining the final grade for the course. Students receive a quarter GPA, a final GPA for a course, and a cumulative GPA for all courses taken. Final course GPA and cumulative GPA is maintained on the student transcript. Report card and transcript grades appear unweighted. A *cumulative* unweighted AND weighted GPA appears on the student transcript. Physical Education grades are only included in calculating quarterly report-card GPA.

HONOR ROLLS

An academic awards program provides personal, peer, and public recognition for students. Quarterly a student's GPA is calculated for the purpose of determining High Honor Roll (90.0%-100%) and Principal's Honor Roll (85.0%-89.9%). Honor Roll is based on the unweighted quarterly grade.

NATIONAL HONOR SOCIETY

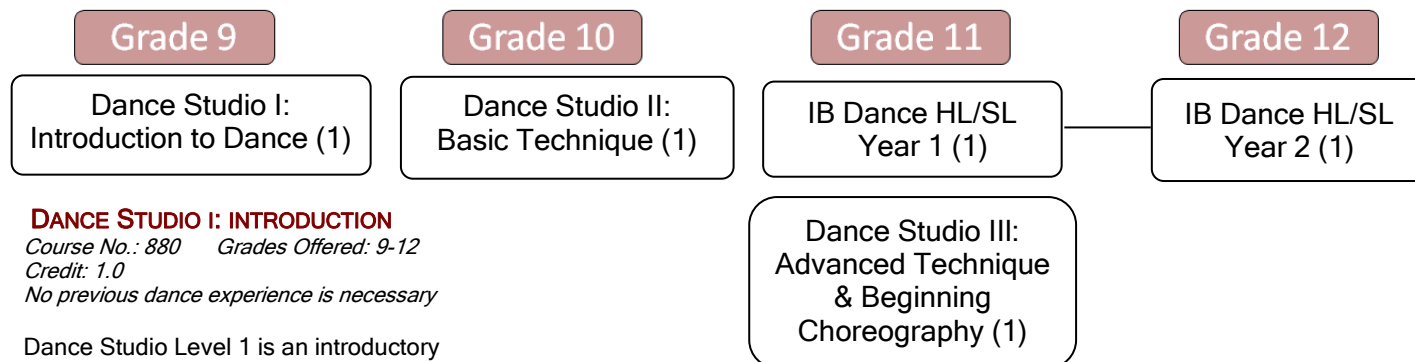
The purpose of the National Honor Society is to give students recognition for scholarship, leadership, service, and character. Not only are student members expected to live up to the standards of membership in the Society, but they are also expected to foster these qualities in the whole student body.

To apply for the National Honor Society induction, students must be in the 11th or 12th grade, have attained a minimum cumulative GPA (90.00% weighted-cumulative GPA), and have completed a personal application packet used to evaluate the applicant in the areas of character, service, and leadership. Students are expected to meet all necessary requirements to be considered for admission into the National Honor Society. Students are invited to apply each fall semester and are notified of eligibility.

The Arts: Dance

Dance

The study of dance is offered through courses such as Dance Studio I & II, and IB Dance SL/HL. Emphasis is placed on providing students with the historical context and exposure to multiple genres of dance and choreographers, as well as opportunities to perform and be adjudicated both locally and nationally.



DANCE STUDIO I: INTRODUCTION

Course No.: 880 Grades Offered: 9-12

Credit: 1.0

No previous dance experience is necessary

Dance Studio Level 1 is an introductory level course in which students learn the fundamentals of dance including studio etiquette, dance terminology and basic techniques to develop strength and physical awareness. Students will study movement and choreography combinations in a variety of styles including African, tap, ballet, jazz, hip-hop and contemporary dance. Students will have the opportunity to attend professional dance performances. All students perform in the winter and spring concerts, as well as occasional school and community events. This course fulfills the New York State arts requirement for graduation.

DANCE STUDIO II: BASIC TECHNIQUE

Course No.: 925 Grades Offered: 10-12

Credit: 1.0

Prerequisite: Dance Studio I

Dance Studio Level 2 builds on the skills and concepts learned in Dance Studio I. In this course there is increased emphasis on movement concepts including placement, coordination and core strength applied to stretching, ballet barre work, across the floor skills and increasingly difficult choreography. Students will create original works and discuss their aesthetic, technical and artistic choices. They will also have the opportunity to participate in dance classes in New York City with professional dance members. Students will understand how to observe and evaluate dance performances, and will demonstrate their knowledge of choreographic elements through group and individually

assessed projects. All students perform in the winter and spring concerts, as well as occasional school and community events.

DANCE STUDIO III: ADVANCED TECHNIQUE & BEGINNING CHOREOGRAPHY

Course No.: 926 Grades Offered: 11-12

Credit: 1.0

Prerequisite: Dance Studio II

This course enables students to continue to build technical, analytical and performance skills related to American and International forms of dance, while deepening their understanding of choreography and production. Using the principles and elements of movement, students will learn and create original choreography, while experimenting with movement concepts and choreographic devices. Students will gain skills needed for professional and/or college auditions, including practice techniques and use of observation and muscle memory to increase their overall technical ability. Students will have the opportunity to attend professional dance performances. All students perform in the winter and spring concerts, as well as occasional school and community events. This course may be co-seated with IB Dance HL/SL Year 1.

IB DANCE HL/SL YEAR 1

Course No.: 881 (SL) 882 (HL)

Grades Offered: 11

Credit: 1.0

Prerequisite: Dance Studio II

(Course description follows IB Dance HL/SL Year 2)

IB DANCE HL/SL YEAR 2

Course No.: 887 (SL) 940 (HL)

Grades Offered: 12

Credit: 1.0

Prerequisite: IB Dance HL/SL Year 1

The IB Dance curriculum aims for a holistic approach to dance, and embraces a variety of traditions and dance cultures. Performance, creative and analytic skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with an arts and humanities orientation to dance. This orientation facilitates the development of all students, inclusive of all levels of the art form they aspire to achieve.

The course is constructed so that all students are given opportunities to study a variety of world dance traditions through exposure to physical practice and observation as well as written investigation. Examining dance from both familiar and unfamiliar cultures and/or traditions develops comparative thinking skills and deepens understanding of one's own culture, as well as others.

At the end of this two-year course, all students complete IB internal and external assessments.

All students will have the opportunity to perform in the winter and spring concerts, the Choreographer's Showcase, and school and community events.

Extra-curricular opportunities include:
Dance Team & Dance Connections

The Arts: Music

MUSIC

Grade 9

Grade 10

Grade 11

Grade 12

Instrumental or Vocal Performance Strand

Chorus, Band,
Orchestra or
Percussion (1)

Chorus, Band,
Orchestra or
Percussion (1)

Chorus, Band,
Orchestra or
Percussion (1)

Chorus, Band,
Orchestra or
Percussion (1)

Instrumental or Vocal Performance Strand with IB Music

Chorus, Band,
Orchestra or
Percussion (1)

Chorus, Band,
Orchestra or
Percussion (1)

and

Music Theory
& Analysis (.5)

Chorus, Band,
Orchestra or
Percussion (1)

and

IB Music Theory
& Analysis SL/HL
Year 1 (.5)

Chorus, Band,
Orchestra or
Percussion (1)

and

IB Music Theory
& Analysis SL/HL
Year 2 (.5)

Electives

Theory & Analysis

MyTunes: Playlists
for Life (.5)

Music Theory &
Analysis (.5)

Extra-curricular opportunities include:

Husky Harmonics, Jazz Band, Symphonic Winds, String Ensemble

The Arts: Music

Music

Students perform locally and nationally through rigorous study with Concert Band, Concert Choir, String Orchestra, and Percussion Ensemble. Courses in music theory and technology are offered as prerequisites to the IB Music SL/HL sequence, allowing students to become more globally aware of the history and analysis of music.

INSTRUMENTAL PERFORMANCE

CONCERT BAND

*Course No.: 851 Grades Offered: 9-12
Credit: 1.0*

Band is a performing arts class designed to offer a rigorous and challenging course of study that addresses the many ways that students will interact with music in college, conservatory and university settings, from pep bands to private recitals, from world music to jazz, from Symphonic Winds to full NCAA Athletic Band performances. Students enrolled in Concert Band are automatically enrolled in Marching Band, which includes a week-long Band Camp training program offered every August. All students will have the opportunity to perform in the winter and spring concerts, "Half-Time" show, parades, Jazz Night, NYSSMA, festival adjudications, and school and community events. This course fulfills the New York State art requirement for graduation.

PERCUSSION ENSEMBLE

*Course No.: 868 Grades Offered: 9-12
Credit: 1.0*

Percussion Ensemble is a performing arts class designed to offer a rigorous and challenging course of study. The Percussion Ensemble explores traditional, contemporary and marching percussion literature and provides students with the technical skills and musicality required for performing at college and university levels. The Percussion Ensemble performs both as a part of the Harrison High School Concert and Marching Bands, and also as an independent ensemble at a variety of school and community functions. Percussion Ensemble students attend and participate in all joint Concert and Marching Band rehearsals and performances. All

students will have the opportunity to perform in the winter and spring concerts, "Half-Time" show, parades, Jazz Night, NYSSMA, festival adjudications, and school and community events. This course fulfills the New York State art requirement for graduation.

STRING ORCHESTRA

*Course No.: 889 Grades Offered: 9-12
Credit: 1.0*

String Orchestra is a performing arts class designed to offer a rigorous and challenging course of study that addresses the many ways that string instrumentalists will interact with music in college, conservatory and university settings, from solo recitals, string ensembles, chamber and symphonic orchestras. Instruction emphasizes music reading, performance skills and musical interpretation through units of study including sight reading, chamber music, and theory. All students will have the opportunity to perform in the winter and spring concerts, String Fling, String Extravaganza, NYSSMA, festival adjudications, and school and community events. This course fulfills the New York State art requirement for graduation.

VOCAL PERFORMANCE

CONCERT CHOIR

*Course No.: 861 Grades Offered: 9-12
Credit: 1.0*

Chorus is a performing ensemble designed to offer a rigorous and challenging course of study that introduces students to a variety of musical genres and vocal styles including classical, jazz, gospel, a cappella, and pop. Instruction emphasizes proper vocal and breathing technique, music reading, rhythmic interpretation and part-holding. Students learn how to perform in both large and small group settings. All students will have the opportunity to perform in the winter and spring concerts, Cabaret Nights, Renaissance Festival, Jazz Night, NYSSMA, festival adjudications, and school and community events. This course fulfills the New York State art requirement for graduation.

CONCERT BAND AND CONCERT CHOIR/STRING ORCHESTRA AND CONCERT CHOIR*

*Course No.: 852 & 862
Course No.: 872 & 862
Grades Offered: 9-12 Credit: 1.0*

*This course allows students to take both Band and Chorus or Orchestra and Chorus on an alternating day rotation.

THEORY & ANALYSIS

MYTUNES: PLAYLISTS FOR LIFE

*Course No.: 856 Grades Offered: 9-12
Credit: 0.5*

This course is designed for any student wishing to explore the world of music in a hands-on, project-oriented format. Students will experience music through listening, performing and composing. Students will gain practical experience interacting with music through both the use of technology and traditional instruments. Notation, construction, harmony, form, and rhythm will be addressed along with understanding tablature ("tabs"), arranging, and contemporary musical structure. This course fulfills the New York State art requirement for graduation.

MUSIC THEORY AND ANALYSIS

*Course No.: 921
Grades Offered: 10-11
Credit: 0.5 (Alternate Day Full Year)
Prerequisite: Enrollment in Band, Orchestra or Chorus*

This course is designed for the musician who wishes to deepen his/her understanding of musical theory, history and analysis. Students will learn to recognize, analyze, and identify a broad spectrum of music and musical genres. Components of this study include listening, a study of musical structure (both its function and expressive character), exploring the elements of music, explicit use of musical terminology, fluency with standard notation, and a survey of historical and cultural contexts. As a result of completing this course, students will be able to competently investigate the linkage between two contrasting pieces of music and communicate this analysis through a multi-media presentation.

The Arts: Music

INTERNATIONAL BACCALAUREATE COURSES

IB MUSIC THEORY & ANALYSIS HL/SL YEAR 1

Course No.: 960 (SL) 962 (HL)

Grades Offered: 11-12

Credit: 0.5 (Alternate Day Full Year)

Prerequisite: Music Theory and Analysis and Enrollment in IB Music Performance

IB MUSIC THEORY & ANALYSIS HL/SL YEAR 2

Course No.: 964 (SL) 965 (HL)

Grades Offered: 11-12

Credit: 0.5 (Alternate Day Full Year)

Prerequisite: IB HL/SL Year 1

IB Music Theory and Analysis is a course of study seeking to challenge music students by providing them with the opportunity to explore and enjoy the diversity of music globally, both past and present, and enabling them to creatively develop their own knowledge base, abilities, and musical understandings through listening, study and performance. Students enrolled in IB Music actively explore a wide range of music through historical and cultural points of view by examining musical elements including form and structure, notations, musical terminology and context in order to become aware of how musicians the world over work and communicate. All IB Music students participate in one or more of the school's large ensembles as described above (Concert Band, String Orchestra, Concert Choir, or Percussion Ensemble).

At the end of this two-year course, all students complete IB internal and external assessments.

***IB Music Notes:** All IB Music candidates enroll in both a performing ensemble and in IB Music Theory and Analysis. It is recommended that IB Music Candidates take a full credit of performance in addition to one-half credit of IB Music Theory & Analysis. If a student's schedule will not allow for this, the student may enroll in one-half credit of performance and one-half credit of IB Music Theory & Analysis. IB Music Candidates who plan to participate in two performing groups (Concert Band and Concert Choir or String Orchestra and Concert Choir) must take a full credit of IB Music Performance in addition to one-half credit of IB Music Theory & Analysis. Due to the specialized nature of the IB Music assessments, all students need departmental approval prior to enrolling in an IB Music course. The requirement for completion of Music Theory and Analysis prior to IB Music may be waived for students who demonstrate proficiency in this area and receive departmental approval.*

Seniors who have successfully completed Music Theory & Analysis are eligible to complete IB Music SL/HL in one year. Alternatively, seniors may complete IB Music SL/HL Year 1 and receive .5 course credits, but will not be eligible for an IB Certificate of Completion.

The Arts: Theater

THEATER ARTS

Grade 9

Theater and Creative Writing (1)

Harrison provides students with the opportunity to engage in theatrical performance and composition through Theater Arts I & II, and the IB Theater Arts SL/HL sequence. This rigorous program of study allows students to gain an understanding of performance techniques, text analysis, playwriting, and world theater.

THEATER AND CREATIVE WRITING

Course No.: 580 Grades Offered: 9-12
Credit: 1.0

Students will learn about the fundamentals of creative writing and writing for the stage. The course begins with an introduction to creative writing strategies, storytelling techniques, as well as theater games and ensemble building. Students will read and view a range of texts and performances to familiarize themselves with the craft of writing for an audience and then have their work brought to life through workshops and staging techniques performed by themselves or their classmates. This course supports future writers, actors, directors and stage designers. Each year, students will take a field trip to view at least one live theatrical production. The course culminates in a presentation of original student work at our One-Act Festival. This course fulfills the New York State arts requirement for graduation.

ACTING AND PLAY-DEVSING

Course No.: 581 Grades Offered: 10-12
Credit: 1.0

Building upon the idea of storytelling in Theater, students in the Basic Acting class engage in activities that allow them to express themselves orally and physically, and to interpret contemporary texts. The theories and techniques of Constantine Stanislavski, Viola

Grade 10

Acting and Play-Devsing (1)

Spolin, Vsevolod Myerhold, and Sanford Meisner are explored. Students engage in improvisation activities, analysis and presentation of contemporary monologues, as well as the presentation of contemporary scenes. Students also work in groups to devise original works for the Spring One-Act Festival. This course fulfills the New York State arts requirement for graduation.

IB THEATER ARTS HL/SL YEAR 1

Course No.: 930 (SL) 931 (HL)
Grades Offered: 11 and 12 Credit: 1.0

IB THEATER ARTS HL/SL YEAR 2

Course No.: 935 (SL) 936 (HL)
Grade Offered: 12 Credit: 1.0
Prerequisite: IB Theater Arts SL/HL Year 1

IB Theater is a two-year course of study designed for the student who wants to deepen his/her theoretical and practical knowledge of Theater. The course aims to challenge students' traditional idea of Theater and to explore its purpose throughout time, and in the 21st century. This is a hands-on course giving students opportunities to experience the roles of the actor, director, designer and playwright. Each year will culminate with the realization of original student theatrical productions.

During the first year of this two-year course, students will conduct in-depth studies of various theatrical traditions. They will explore important theories and practices in their historical contexts including Commedia dell'Arte, Realistic Theater, American Musical Theater and Asian Theatrical traditions. Students collaborate to create an

Grade 11

IB Theater Arts HL/SL Year 1 (1)

Grade 12

IB Theater Arts HL/SL Year 2 (1)

ethnographic theater piece to present at the Spring One-Act Festival.

The second year begins with the study of the One-Person Play, during which time students each write and perform their own one-person theater piece. Students then explore Augusto Boal's Theater of the Oppressed, and the theories of Bertolt Brecht and Jerzy Grotowski. The course also covers theories in theatrical design and physical theater techniques. The course culminates in an independent theater project that is presented at the Spring One-Act Festival.

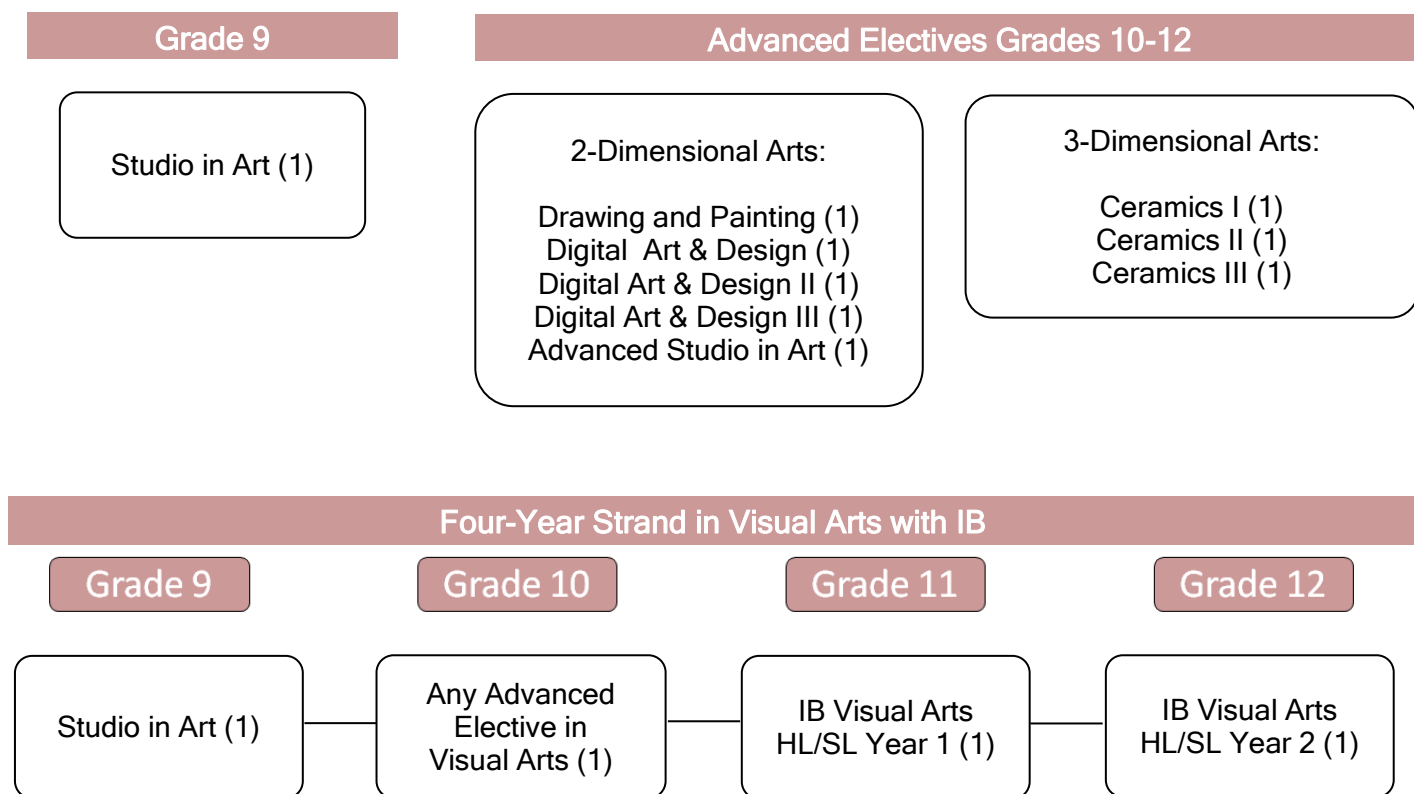
At the end of this two-year course of study, all students complete IB internal and external assessments.

Extra-curricular opportunities include:

HHS Footlight Players (Spring Musical)
HHS Playhouse (Fall Drama)
HHS Playhouse Student-directed
Spring Drama Production
One Act Festival
Technical Theater

The Arts: Visual

VISUAL ARTS



A comprehensive four-year sequence inclusive of Studio Art, Drawing and Painting, Digital Art & Design, and Ceramics comprises Harrison's visual arts offerings. Juniors and seniors may elect to take IB Visual Arts SL/HL, a program that promotes the development of artistic skill, critical reflection, historical knowledge, and cultural awareness.

STUDIO IN ART

Course No.: 811 Grades Offered: 9-12

Credit: 1.0

Examination: Mid-term, Final Project, School Exam, and Sketchbook Journal

Studio in Art is a comprehensive foundational course offering students experience in drawing, painting, three-dimensional design and art history. Students study the elements of art and principles of design through readings and viewing the work of established artists. These elements and principles are then applied to the creation of individual works done using a variety of materials and techniques. All students keep a sketchbook/journal throughout the course. Studio in Art is a prerequisite for any advanced art coursework. All students have the opportunity to participate in local and national gallery shows and competitions. This course fulfills the New York State arts requirement for graduation.

DRAWING AND PAINTING I

Course No.: 821 Grades Offered: 10-12

Credit: 1.0

Examination: Project, Presentation, Sketchbook Journal
Prerequisite: Studio in Art

This course is designed to enable the student to further develop foundation skills in drawing and painting. The course introduces a wide variety of media (charcoal, pencil, pastel, watercolor, acrylic and oil). All students keep a sketchbook/journal throughout the course, which is reviewed at the end of each marking period. Student portfolios will be developed and reviewed at the end of both the first and second semester. All students have the opportunity to participate in local and national gallery shows and competitions.

The Arts: Visual

CERAMICS I, II, AND III

Course No.: 822 / 823 / 824

Grades Offered: 10-12 Credit: 1.0

Examination: Projects, Presentations

Prerequisite: Studio in Art

Ceramics is the art of making objects of clay and other materials found in the earth and fired above 1000 degrees F. Clay is an excellent medium of expression with which students develop both creative ability and skill through manipulation. The content of this course includes various methods of construction, decoration, glazing and design. Exploration of mold making will be covered in upper level ceramics. In Ceramics II, emphasis is placed on functional ware and clay sculpture. Ceramics III emphasizes the development of a 3D portfolio. Experimentation with mold-making, mosaics and alternative firings will be covered. All students have the opportunity to participate in local and national gallery shows and competitions.

DIGITAL ART & DESIGN

Course No.: 834 Grades Offered: 10-12

Credit: 1.0

Prerequisite: Studio in Art

Examination: Project, Presentations and Research Paper

This course is an introduction into seeing the world in a new way. Exploring the medium of photography, students will learn the fundamentals of picture-taking, image manipulation, and print development. Additional digital arts projects will incorporate basics in graphic design, video production and web design. Students will be introduced to the aesthetics and visual elements of photography to create dynamic, visually arresting imagery.

This course offers students the opportunity to explore Digital Photography, Photoshop, Graphic Design, and Web Design using a range of industry standard computer programs on the Adobe Creative Cloud. Students will learn about photographic elements of art and principles of design, compositional strategies, lighting techniques and work with DSLR cameras. They will gain basic fluency in the latest version of Photoshop, and learn how to share, send, and publish their work with their Google accounts. This course is portfolio-based -- encouraging the development of independent projects, self-paced learning, and 21st century problem-solving. Students will be required to reach a high

level of craftsmanship, maintain a digital portfolio, and participate in class critiques.

Digital Art & Design students cultivate both artistic abilities and a technological aptitude. The digital artist utilizes a fundamental understanding of the mediums of analog and digital media to integrate new technologies with traditional forms of artistic expression.

DIGITAL ART & DESIGN II

Course No.: 836 Grades Offered: 10-12

Credit: 1.0

Prerequisite: Digital Art & Design

Examination: Project, Presentations and Research Paper

This course is a continuation of study from Digital Arts & Design. Students will deepen their understanding of how to manage and creatively alter digital images, as well as critically analyze the use of visual media as a means of communication in our society today. They will be provided a greater level of autonomy, as they are encouraged and supported to pursue their own interests and develop an individual voice.

DIGITAL ART & DESIGN III

Course No.: 838 Grades Offered: 11-12

Credit: 1.0

Prerequisite: Digital Art & Design II

Examination: Project, Presentations and Research Paper

Digital Art & Design students cultivate both artistic abilities and a technological aptitude. Students in Year 3 will focus on polishing their individual digital art portfolios, writing artist statements and supplements (requested by some colleges), and investigate different career paths, freelance work and job opportunities that will keep creativity pumping and their skills fresh in life after graduation.

ADVANCED STUDIO IN ART

Course No.: 841 Grades Offered: 11-12

Credit: 1.0

Examination: Project

Prerequisite: Studio in Art

This course will explore the creative Advanced Studio in Art is a one-year course of study for the student who wishes to further explore drawing, painting, and print-making techniques. In addition to studio work (projects), students are required to document process and practice in a sketchbook. Students will develop a portfolio of work, and have the opportunity to create a digital record of their entire portfolio.

All students have the opportunity to participate in local and national gallery shows and competitions. This course may be co-seated with IB Visual Arts HL/SL Year 1.

IB VISUAL ARTS HL/SL YEAR 1

Course No.: 817 (HL) 815 (SL)

Grades Offered: 11-12 Credit: 1.0

Prerequisite: Successful Completion of one advanced art elective and Department Approval

Examination: Projects, Presentations, Investigative Workbook, and Portfolio

IB VISUAL ARTS HL/SL YEAR 2

Course No.: 818 (HL) 816 (SL)

Grade Offered: 12 Credit: 1.0

Prerequisite: IB Visual Arts SL/HL Year 1

Examination: Projects, Presentations, Investigative Workbook, Exhibition and Interview

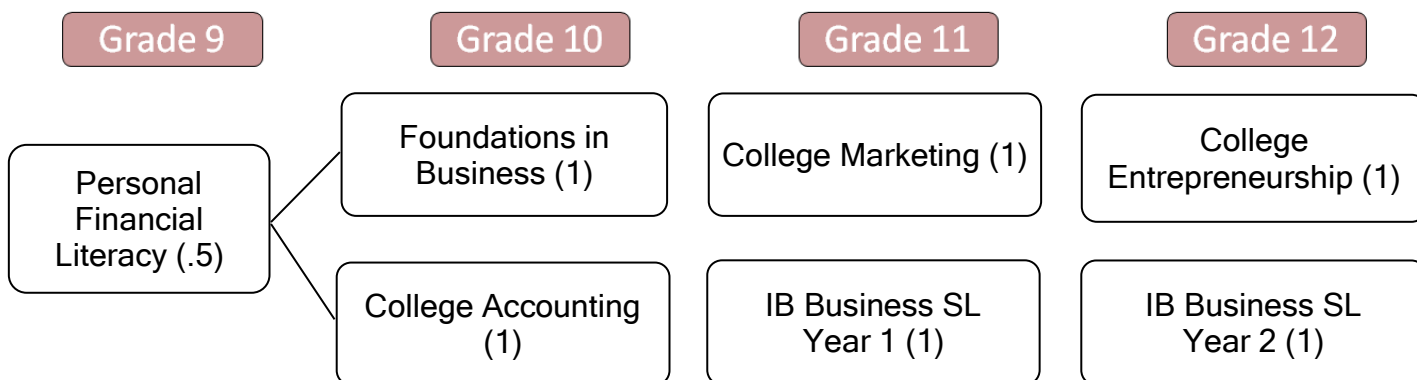
Students will embark on a two-year course of study that will promote, encourage and facilitate the creation of a body of work that is directed by the interests and concerns of the student, but is informed by exposure to the interests and concerns of other individuals and cultures, present and past. An Investigative Workbook (sketchbook will be utilized to initiate, record and develop areas of interest and curiosity, as well as to develop concepts for completed works of art. Students are expected to investigate techniques, research and reflect upon the works of other artists and cultures, and reflect upon their work and the work of others. Student-selected concepts from the Investigative Workbook will be brought to completion as finished works of art. Students are encouraged to explore and work in a variety of media including 2D, 3D, digital media and photography.

Topics of instruction and study will include art history, contemporary art, non-western art, life drawing, landscape/cityscape, printmaking, personal narrative in the visual arts, communicating through the visual arts, abstraction and alternative methods, photographing art work and the use of digital media to record and present work.

At the end of this two-year course of study, all students complete IB internal and external assessments.

Extra-Curricular Opportunities include:
Art Club

BUSINESS



Please note: The above pathways are meant only as suggestion. Students may enroll in courses in varied sequence. Readiness for IB Business is strengthened with a prior year completed in College Accounting.

DUAL CREDIT THROUGH WESTCHESTER COMMUNITY COLLEGE

Three of our Business courses offer opportunity for dual credit at Westchester Community College:

- ♦ College Entrepreneurship
- ♦ College Financial Accounting
- ♦ College Marketing

A dual-credit course is a college course taken by a high school student in grade 11 and/or 12 for which the student earns both college and high school credit at the same time. The college or university you plan to attend after high school may or may not accept the Dual Credit/Enrollment course credits you have earned. However, enrolling and completing a dual-credit course is one way to add rigor to your transcript while showing colleges and universities your readiness for college-level study.

Nearly one in every four college students majors in business. The Business program at Harrison High School prepares all students for career readiness - whether they plan to pursue a college degree, a vocational trade, or go directly into the workforce. Business courses are designed to enable students to meet a variety of personal and career interest options. All students may enroll in business courses as electives. A variety of college-level options are also available.

PERSONAL FINANCIAL LITERACY

*Course No.: 636 Grades Offered: 9-10
Credit: 0.5 Examination: School Exam*

This course offers students the opportunity to become literate in personal financial management and planning. Students will learn how to prepare a personal financial plan; formulate a budget; use various financial and banking services; propose a personal savings and investing plan; select strategies to use in handling credit and managing debt; and understanding and choosing insurance coverage.

FOUNDATIONS IN BUSINESS

*Course No.: 622 Grades Offered: 10-12
Credit: 1.0 Examination: School Exam*

This course is designed to help students understand the fundamental importance of financial literacy and prepare them for making sound personal and business decisions. Students will develop a broad understanding of general business operations, entrepreneurship, business ethics, the government's role in business, and marketing. Students will also receive an introduction to accounting - the language of business. Students will learn how business and marketing impacts their lives and be introduced to the essentials of starting and effectively managing a successful business. Students will explore careers and develop skills along with competencies needed for success in the 21st century workplace. This course will steer students towards adulthood with many practical, hands-on projects. It is intended to provide a foundation for students who plan to do advanced study and work in business, marketing and related fields.

COLLEGE FINANCIAL ACCOUNTING

*Course No.: 619 Grades Offered: 10-12
Credit: 1.0 Examination: College Exam*

An understanding of Financial Accounting will provide students with knowledge of how financial statements are prepared and used to make business decisions. Students will study the theory and practice of corporate accounting, which includes procedures in the accounting cycle from journalizing, posting, and the trial balance through the preparation of financial statements, adjusting and closing entries, and the post-closing trial balance. Application of principles is made to service and merchandising enterprises. This course will introduce students to the challenging and rewarding field of accounting and provide them with the opportunity to earn college credit. Students have the option of paying a reduced college tuition fee for 3.0 college credits at Westchester Community College. The credits may be transferable to other institutions.

COLLEGE ENTREPRENEURSHIP

*Course No.: 620 Grades Offered: 11-12
Credit: 1.0 Examination: College Exam*

This college course is designed to acquaint students with the risks and opportunities involved in starting and operating a business. Students will use entrepreneurial discovery processes, assess opportunities for venture creation, and develop presentation skills to convince others of the potential success to implement the business entity. Each student is expected to identify a feasible idea for a business suited to personal needs and interests. The student will apply a design and development process to the idea, produce a solid business plan for implementation, and establish an action plan for acquiring the necessities of their business plan. Topics include: characteristics of the successful entrepreneur, the steps involved in starting a business, advantages and disadvantages of entrepreneurship, forms of ownership, financing, marketing, and advertising. Students have the option of paying a reduced college tuition fee for 3.0 college credits at Westchester Community College. The credits may be transferable to other institutions.

COLLEGE MARKETING

*Course No.: 633 Grades Offered: 11-12
Credit: 1.0 Examination: College Exam*

This college-level course provides an introduction to marketing. Students will learn the role of marketing in society and within a firm. They will understand consumer and organizational markets, marketing strategy planning, the marketing mix, marketing ethics, and marketing research. Marketing is a strategic process of planning and executing the conception, pricing, promotion, and distribution of goods and services to create exchanges that satisfy consumer and organizational objectives. Through its development and management of brand equity, marketing is fundamental to the successful functioning and profitability of any business, large or small. Students have the option of paying a reduced college tuition fee for 3.0 college credits at Westchester Community College. The credits may be transferable to other institutions.

IB BUSINESS AND MANAGEMENT SL YEAR 1 & YEAR 2

*Course No.: 634 (Year 1) & 638 (Year 2)
Grades Offered: 11-12 Credit: 1.0
Examination: IB Internal Assessments
Recommended: Successful completion of College Accounting*

This is a culminating course focused on the challenges of business management. The standard level IB Business and Management is designed for students who have an interest in the world around them and wish to develop skills of analysis and evaluation that can apply to global real-world situations. The course is designed to develop the understanding of business theory as well as an ability to apply business principles, practices and skills. The course considers the diverse range of business organizations and activities through a study of Marketing, Human Resource Management, Operations Management, Accounting and Finance.

Career Services/Southern Westchester BOCES

Career Services/Southern Westchester BOCES

The Center for Career Services at 65 Grasslands Road, Valhalla, New York, is a career and technical education alternative of Harrison High School. Students enrolled at BOCES spend one-half day at Harrison High School in a program that includes at least English, Social Studies, and Physical Education. The high school grants four (4) credits per year for the career and technical courses taken at BOCES. Each program of study is offered for a half day. Low enrollment may affect the ability of BOCES to offer certain courses or programs.



Academic courses in English, mathematics, and science, needed to fulfill New York State graduation requirements and support Regents standards, are available on site. The New York State Education Department has approved the integration of English 12 into the Career Service programs over the span of two years. Student services include guidance/counseling, sign language interpretation and Spanish translation. All programs carry up to four sequence credits per year toward graduation.

The Secondary Career and Technical Education (CTE) Programs prepare students to become College and Career ready. CTE Programs offer students the opportunity to obtain 21st century college and career skills. Students will learn in technology-supported classrooms and all instruction is facilitated by NYSED certified CTE and academic teachers with extensive professional experience in their respective fields.

The iCDOS program is a half-day general education career exploration and training program designed to meet students educational goals. iCDOS offers practical, hands-on skill development in specific CTE trade areas while students develop general career readiness skills. Students in the iCDOS program will be assisted in building a portfolio that includes a resume and cover letter, vocational assessment, career plan, employability profile, record of mandated instruction (216 hours) and work based learning hours (54 hours) as well as samples of student work.

Upon successful completion of the following programs, including a technical endorsement on the high school diploma, students enrolled in BOCES can obtain national and state industry certification in the following areas:

Secondary Day Program Offerings

- Architecture & Interior Design/3D Art
- Automotive Technology
- Collision Technology
- Commercial Art/Multimedia
- Computer Information Systems & Medical Administrative Assistant
- Construction/Plumbing
- Cosmetology
- Culinary Arts
- Electrical Construction
- Emergency Medical Services (EMS)
- Fashion Design & Merchandising
- Nursing Assistant
- Pre-Engineering/Auto Cad
- Security, Law & Policing
- TV/Video & Sound Production
- Veterinary Science

iCTE Program Offerings

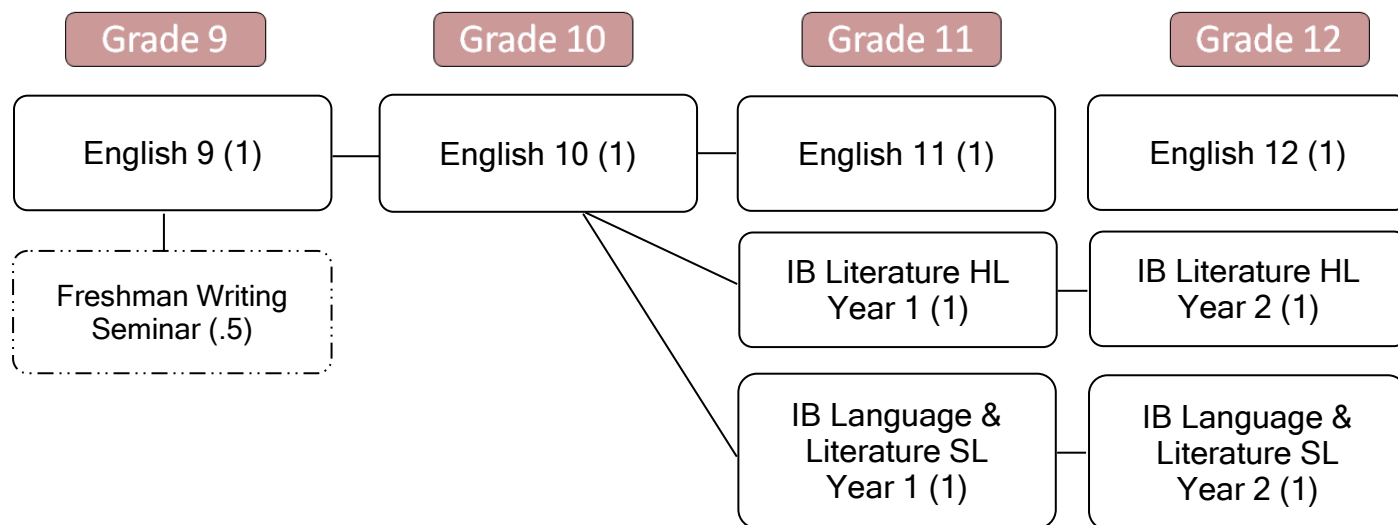
- Auto Body & Detailing
- Automotive Trades & Maintenance
- Baking, Food & Retail Service
- General Maintenance Assistant
- Office Skills & Occupations

Students and parents can obtain additional information at www.swboces.org.

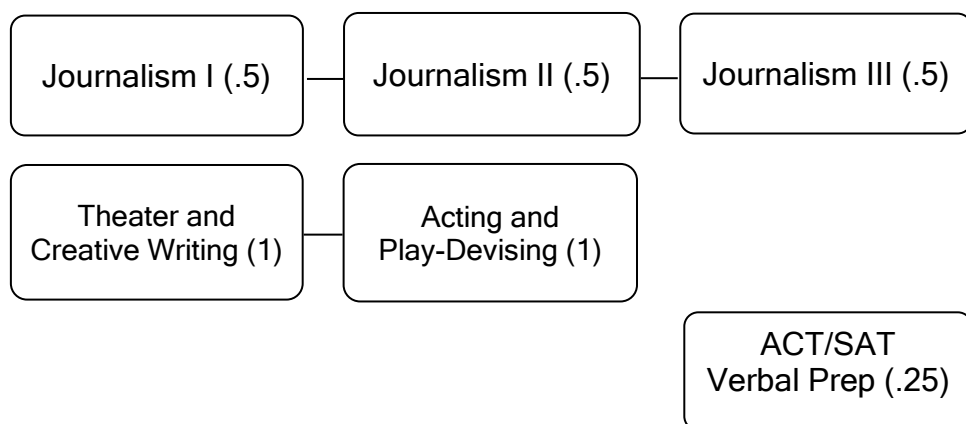
English Language Arts

ENGLISH LANGUAGE ARTS

Required



Electives (Grades 9-12)



English Language Arts

The **English Language Arts** curriculum at Harrison High School prepares students with the necessary language skills to become college and career ready. Students learn to read, write, view, and present for information and understanding, for literary response and expression, for critical analysis and evaluation, and for social interaction. Works of literature whose range extends across genres, cultures, and centuries offer profound insights into the human condition and serve as models for students' own thinking and writing. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students acquire cultural schemata that will serve them in the development of their ability to analyze and evaluate intricate arguments. The writing program prepares students to assert and defend claims demonstrating expertise on certain subjects. College- and career-ready writers consider their task, purpose and audience as well as their vocabulary, syntax and structure to communicate effectively in writing. They are also adept at researching topics, evaluating sources, citing material accurately, and drawing conclusions and reporting their ideas in a clear and cogent manner. Throughout the program, students are exposed to the use of technology for communicative purposes and are expected to make use of it strategically when creating, refining, and collaborating on writing.

ENGLISH 9

*Course No.: 113 Grades Offered: 9
Credit: 1.0*

Examination: School Exam

This course links literature to the study of big ideas and essential questions related to "coming of age". Our rigorous instructional framework is organized around thematically-based units containing scaffolded activities that lead to performance-based assessments. A range of multicultural texts in multiple genres is analyzed through a multitude of critical theories and lenses and serves as the foundation for analytical thinking and writing across the humanities. Major works

of literature include (but are not limited to) those of: Beah, Cisneros, Ford, Hansberry, Laiz, Lee, McBride, Santiago, Shakespeare, Steinbeck, and Walls. In writing, particular emphasis is placed on the writing process through prewriting, drafting, revising and final editing. Students are expected to demonstrate their writing skills through the development of narrative, descriptive, expository, persuasive and creative/expressive pieces. Vocabulary, grammar and other language conventions are instructed in the context of the assigned readings. Public speaking opportunities, in small and large group settings, are also a key part of the English program for the ninth grade. During the course, students begin their preparation for the Common Core English Regents exam and for future advanced study of literature, language, and composition.

FRESHMAN WRITING SEMINAR

*Course No.: 110 Grades Offered: 9
Credit: 0.5*

Writing well allows one to communicate effectively, engage in critical conversations, and ensure that the voice of the author is heard. The Freshman Writing Seminar will emphasize creative, technical, and research-based writing across disciplines and genres. Throughout the course, students will examine the use of language and conventions and learn to adapt these rules to develop a personal style. The Seminar will provide students with the skills necessary to be successful in the IB Middle Years program, the Diploma Program, and beyond.

ENGLISH 10

*Course No.: 121 Grades Offered: 10
Credit: 1.0*

Examination: School Exam

Through a thematic approach to the study of literature, this course addresses the Essential Question: "How do the choices we make affect who we are and how others perceive us?" Our rigorous instructional framework is organized around thematically-based units containing scaffolded activities that lead to performance-based assessments. Readings include a variety

of novels, short stories, plays, poetry, and essays. Texts range from the classical works of Sophocles and Shakespeare to more modern authors such as J.D. Salinger, Kurt Vonnegut, and William Golding. Students continue to develop their skills through narrative, descriptive, expository, persuasive, and creative/expressive writing. Vocabulary, grammar, usage and mechanics are also addressed throughout the year in the context of the literature read. Additionally, students continue to develop their public-speaking skills in this course. In preparation for advanced study in the IB Diploma Program, in addition to the Common Core Regents Exam, additional emphasis is placed on the development of close reading skills and literary analysis through the writing of formal essays. The year culminates with a self-directed study and analysis of a contemporary text.

ENGLISH 11

*Course No.: 131 Grades Offered: 11
Credit: 1.0*

Examination: Regents Exam

The eleventh grade curriculum focuses on the theme of the American Dream. Each unit addresses the essential question, "What shapes a person's idea of happiness and to what extent will a person go to in order to pursue that happiness?" The curriculum has been supplemented with numerous literary genres that reinforce the concept of the American Dream. Students read *The Great Gatsby*, by F. Scott Fitzgerald, *The Crucible*, by Arthur Miller, *Into the Wild*, by Jon Krakauer, and *Macbeth*, by William Shakespeare, along with texts included in the College Board's official Pre-AP program, SpringBoard. The focus for writing is in the form of literary analysis and argumentation. The course aims to prepare students for success on the New York State Common Core Regents Exam.

ENGLISH 12

*Course No.: 145 Grades Offered: 12
Credit: 1.0*

Examination: School Exam & Portfolio

The English 12 curriculum focuses on individuals from various races, cultures, and creeds, as well as gender, who

English Language Arts

must overcome the hardships of life in order to achieve a desired goal. The year begins with an exploration of *The Last Lecture* by Randy Pausch, supplemented by Mitch Albom's novel, *Tuesdays with Morrie*, as well as the documentary, *My Last Days* by Zach Sobiech. Following, students explore the life and story of Michael Oher as depicted in the novel *The Blind Side*, by Michael Lewis. As the year progresses, students read about the hardships of African American life in the early fifties through the reading of August Wilson's classic drama, *Fences*. The year culminates with the **Senior Legacy Project**. All forms of literary genre, media, supplemental texts, audio-visual, and personal reflection are synthesized for a student-centered presentation. This presentation uses the notion that, for many, the end of one's high school career is a pivotal shift where the people and places at the center of one's life start to evolve. Students create their own personalized lecture on how they want to be remembered by their classmates.

IB LITERATURE HL YEAR 1 & YEAR 2

Course No.: 136 Grades Offered: 11
Course No.: 137 Grades Offered: 12
Credit: 1.0

Examination: Regents Exam and IB Internal and External Assessments

The English HL course at Harrison High School achieves a meaningful synthesis of the IB mission through an appreciation of the English language and its linguistic structure. Through challenging, active learning, this two year college-level course develops students' understanding of both oral and written discourse, with a focus on expanding their analytic and composition skills.

The course exposes students to a wide range of literature from various time periods and global cultures. Through literary criticism and analysis, students will examine conflict and challenges within a multi-cultural context, affording them a broadened international perspective on literature, human thought and civilization. This global-minded approach to literature prepares learners to appreciate diver-

sity while encouraging a deeper understanding of one's own culture and place in the world. Students will learn to read and respond reflectively, speak with empathy, listen actively, and communicate with greater understanding. The world literature element of the course is designed to enrich the students' international awareness, developing the qualities outlined in the IB learner profile, tolerance, empathy, and a genuine respect for perspectives different from their own. Coursework includes essays and oratory, drama, poetry, and fiction from IB prescribed lists. Development of presentation and essay writing skills in preparation for IB oral and written assessments is emphasized. Summer and extensive outside reading are required for this course.

IB LANGUAGE & LITERATURE SL YEAR 1 & YEAR 2

Course No.: 138 Grades Offered: 11
Course No.: 139 Grades Offered: 12
Credit: 1.0

Examination: Regents Exam and IB Internal and External Assessments

The IB Language and Literature SL course promotes an in-depth study of a wide-range of multi-modal texts, with half of the two year sequence devoted to the study of literature and half devoted to the study of language. The study of language is defined as an analysis of culture and mass communication. Students will become literary critics of texts from different periods, locations, styles and genres. Throughout the course, students will be asked to demonstrate an understanding of the formal, stylistic and aesthetic qualities of texts, evaluate the meaning of these texts, and utilize strong powers of expression, both written and oral, to assert and defend their claims.

An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined, both at the time of production and reception. Taught through the lens of empathy and global citizenship, this course aims to deepen a student's appreciation of cultural perspectives and understand how language can

be used to challenge and sustain ways of thinking.

CREATIVE WRITING II, III, AND IV

Course No.: 158 / 159 / 161
Grades Offered: 10-12
Credit: 0.5 (Alternate Day All Year)
Prerequisite: Creative Writing I / II / III

Students in these courses will continue tapping into their imagination and creativity to develop their own voices and individual styles. They will focus on writing as a personal, emotional, and expressive experience and, in doing so, will hone their craft as writers. In a writing workshop setting, students practice writing skills and techniques, becoming more comfortable as creative writers. Analysis of writing samples and improvement of students' vocabulary and grammar are topics for the course in addition to individual and group discussion of creative work for revision. Student work is frequently published in the school's literary magazine, *IMAGINE*. Creative Writing IV students must also complete a *Writer in Residence* requirement. This *Writer in Residence* requirement entails the teaching of writing craft to fellow creative writing students, offering feedback to peers throughout the workshop, and fulfill a role as acting liaison between the Literary Magazine and the English program.

JOURNALISM I

Course No.: 152 Grades Offered: 9-12
Credit: 0.5 (Alternate Day All Year)

In this introductory course students learn how to brainstorm for article ideas, cull information from sources, analyze findings, and edit their own and others' writing. Students will learn the fundamentals of news writing and layout by using as models news articles, features, editorials, and sports pieces from *The New York Times*, *The Wall Street Journal* and *The Journal News*. They learn how to prepare for and conduct interviews and how to incorporate quotations into their writing. Students' articles are edited by the teacher and by Journalism II and III students. Once edited, pieces are chosen for publication in the school newspaper, *Husky Herald*.

English Language Arts

JOURNALISM II

Course No.: 153 Grades Offered: 10-12

Credit: 0.5 (Alternate Day All Year)

Prerequisite: Journalism I

In this intermediate course students learn about editing, production and investigative journalism and the accompanying skills that help them grow into school newspaper editors. They also learn how to hone their critical thinking skills in regard to the larger world of the media. In addition to using articles from *The New York Times*, *The Wall Street Journal*, *The Journal News*, and other publications as models for, and examples of, trends and topics, they learn “to read between the lines” and to analyze how print and online sources cater to particular readerships. Special emphasis is placed on creating work for publication in the school newspaper, *Husky Herald*.

JOURNALISM III

Course No.: 154 Grades Offered: 11-12

Credit: 0.5 (Alternate Day All Year)

Prerequisite: Journalism II

Students in Journalism II and III meet together in the same classroom during the same periods; many of the students who enroll in Journalism III are staff editors for the school newspaper. In addition to engaging in Journalism II activities, students in Journalism III determine layout, write headlines and select articles for publication. They also edit articles, arrange and meet with administrators, and tackle the paper’s most challenging topics.

ACT / SAT VERBAL PREP

Course No.: 155 Grades Offered: 10-12

Credit: 0.25 (Alternate Day for a Semester)

This introductory ACT/SAT course focuses on developing test-taking skills by providing students with strategies to answer the types of questions found on the test: *sentence completion* questions which measure the ability to understand how the different parts of a sentence fit together and *critical reading* questions which measure the ability to synthesize and analyze information.

The *Writing* section measures students’ ability to identify appropriate expressions in standard written English, detect errors in usage and structure, choose effective revisions to sentences and paragraphs, and recognize appropriate writing strategies. Students are taught the skills necessary to compose a well-organized, fully-developed essay under timed conditions.

Health, Physical Education and Athletics

HEALTH

Course No.: 905 Grades Offered: 9-12
Credit: 0.5 (Alternate Day All Year)

Health is a New York State requirement for graduation. All students must earn one-half credit in Health between grades 9-12. The majority of students take Health during 10th grade, but it can be taken any year during high school.

This course is designed to promote and encourage healthy behaviors which can lead to lifelong wellness. Throughout the year, students will explore the concept of Wellness and what it means to have a healthy balance in life. Our goal is to have each student in our school become more aware of their personal health, and to learn ways to enhance their health as they transition into adulthood. We will also explore the relationship between our themes of "Choice" & "Responsibility" as they relate to the various topic areas listed below:

- Nutrition & Body Image
- Physical Fitness
- Self Management including Mental Health
- Environmental Health
- Human Sexuality
- Drugs & Substance Abuse

In addition to our own Health educators, experts and professionals from within Harrison and local outside agencies are brought in to present and/or co-teach various topics such as organ donation, domestic violence, current drug trends and addiction, mental health, alternative medicine, sports nutrition, etc.

PHYSICAL EDUCATION FALL

Course No.: 891 Grades Offered: 9-12

PHYSICAL EDUCATION SPRING

Course No.: 892 Grades Offered: 9-12

Credit: 0.25 each semester

Students must complete eight semesters of physical education in order to be eligible to graduate. Students earn .25 credits each semester for a total of 2 credits over the course of the eight semesters. Physical Education aims to develop skills, knowledge, and concepts that will serve as a foundation for life long physical activity. Our physical activity program offers challenging yet achievable goals and includes all students in each activity session. Our Physical Education Department offers students the opportunity to choose from a variety of activities each semester. Students choose a track consisting of 4-5 electives of each semester. Through our elective program our goal is to have students actively participate and find enjoyment in physical education. We believe that physical fitness is a discipline and students must choose their own path. Below you will find an outline of our elective program offerings. Elective offerings may be adjusted each year to meet the needs of students and align to new and evolving best practices in physical education.

Lifetime Activities	Fitness Activities	Team Sports	Non-Traditional
CPR/FA/AED Yoga Pilates Meditation Racket Activities Golf Orienteering	Strength Training Cardio Basics Tech in Fitness Personal Profile Circuit Training	Soccer Team Handball Ultimate Frisbee Basketball Flag Football Flag Rugby	Spike Ball Project Adventure Omnikin Sport Watermelon Bocce Tchoukball International Games

From the instruction, the goal is to help students develop an understanding of, and appreciation for, activity and to develop the discipline to live a healthy and long life. Students will gain the knowledge that guides them to make positive life style choices.

Health, Physical Education and Athletics

ATHLETICS

PROGRAM OBJECTIVES

- Provide a fulfilling and positive experience for all students promoting a growth mindset
- Foster physical, social and emotional growth and development
- Cultivate academic and athletic achievement through the development of attitudes and values that motivate students to pursue excellence
- Develop increased knowledge of skills needed to achieve individual and team success through consistency and hard work
- Develop respect for teammates, opponents, coaches and officials by developing emotional control and cooperation
- Stress the importance of physical fitness, proper conditioning, health and safety
- Provide opportunities for students to identify and explore diverse experiences on the athletic field and apply their learning in a variety of settings beyond the field/court

PHILOSOPHY BY SPORT LEVEL GRADE

FRESHMAN This program is similar to Grade 7/8 in that basic skill development is stressed but team and game strategy is increased. An attempt, but not a guarantee, will be made to play all participants.

JUNIOR VARSITY The junior varsity level of competition is the program where there is an increased emphasis placed upon team play, physical conditioning and refinement of basic skills. Participants at this level are preparing themselves for the six-day-a week commitment that is expected at the varsity level. Practice sessions are often scheduled during school vacation periods. With the goal of becoming a varsity athlete clearly in sight, a high level of dedication and commitment is expected at the junior varsity level. It is recommended that each student athlete take a close look at the time commitment required prior to trying out for a particular sport. Winning at the junior varsity level is considered important and participants should be taught how to cope with game situations and how to manage winning and losing properly. An attempt, but not a guarantee, will be made to play all participants.

VARSITY The varsity level of athletic competition is the culmination of the high school athletic program. Team play, sportsmanship, individual physical ability, motivation and mental attitude are very important aspects of competition at the varsity level. The team plays to win the contest, but varsity contestants should acknowledge that important lessons can be learned even from losing. It is vital that each team member have a role and be informed of their individual roles in pursuit of the team's goals. There continues to be a very strong emphasis on academics and sportsmanship. While contest participation over the course of the season is desirable, a specified amount of playing time at the varsity level is never guaranteed. The varsity coach is the leader of the team and determines the system of instruction and strategies for that program. The communication among the modified, junior varsity and varsity programs is the responsibility of the varsity coach. Preparing to win, striving for victory in each contest and working to reach the group's and the individual's maximum potential are the goals of a varsity level team.

2019-2020 ATHLETIC OFFERINGS

FALL

Cheerleading
Boys Cross Country
Girls Cross Country
Girls Field Hockey
Football
Boys Soccer
Girls Soccer
Girls Swimming
Girls Tennis
Girls Volleyball

WINTER

Boys Basketball
Girls Basketball
Boys Bowling
Girls Bowling
Cheerleading
Ice Hockey
Boys Swimming
Boys Track and Field
Girls Track and Field
Wrestling

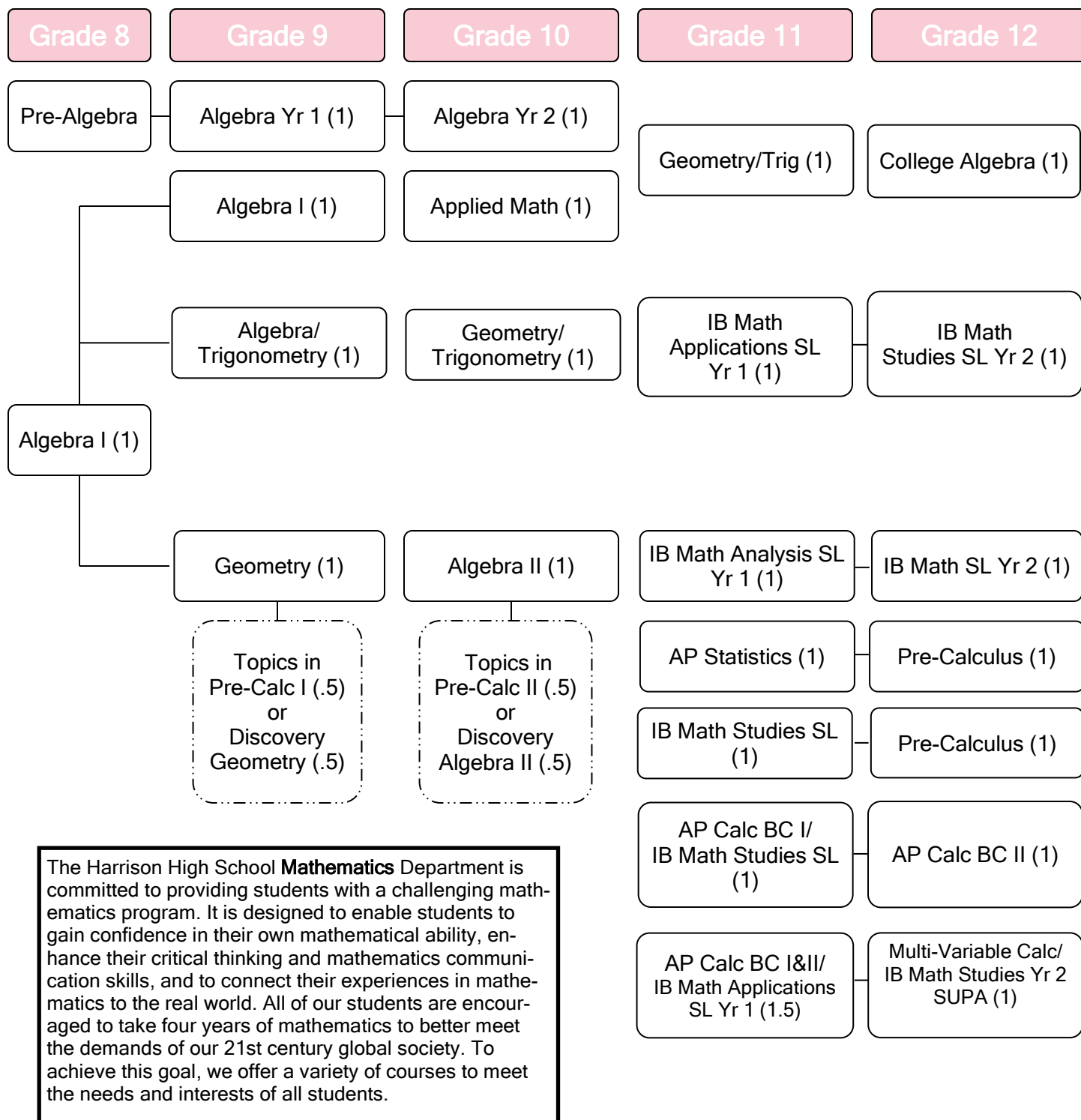
SPRING

Baseball
Girls Golf
Boys Golf
Boys Lacrosse
Girls Lacrosse
Softball
Boys Tennis
Boys Track and Field
Girls Track and Field

For more information www.harrisoncsd.org

Mathematics and Computer Science

MATHEMATICS



Mathematics and Computer Science

ALGEBRA I

Course No.: 314 Grades Offered: 9
Credit: 1.0 Examination: Algebra I Regents

This is the first in the three-year sequence of Common Core State Standards of Mathematics. Successful completion of this course is the minimum requirement to receive a High School Diploma. The primary focus in this course is to develop a strong foundation in relationships between quantities, and reasoning with equations and their graphs. The topics of study include: descriptive statistics, linear and exponential functions, polynomial and quadratic expressions, equations and functions, and a synthesis of modeling with equations and functions. The intent is for students to demonstrate their mathematical thinking through modeling, constructing arguments, attending to precision in problems, and reasoning abstractly and quantitatively. It is required that students use a TI-84+ graphing calculator.

ALGEBRA II

Course No.: 338 Grades Offered: 10-12
Credit: 1.0
Examination: Regents Exam

This is the third course of the three-unit Common Core sequence of credit required for a Regents diploma with Advanced Designation. It is a continuation and extension of both Algebra I and geometry. While developing the algebraic techniques that will be required of those students that continue their study of mathematics, this course is also intended to develop alternative solution strategies and algorithms. *It is recommended that students provide their own TI-84+ graphing calculator.*

ALGEBRA / TRIGONOMETRY

Course No.: 365 Grades Offered: 9-10
Credit: 1.0 Examination: School Exam

This course is designed for students who wish to strengthen their foundational algebra skills. Topics will build on those covered in Algebra I and II, and expand to include real world applications of trigonometry. The project based nature of this course is intended to develop critical thinking skills as well as prepare students for higher level math courses including IB math offerings.

AP CALCULUS BC I / IB MATH STUDIES SL

Course No.: 345 Grades Offered: 11-12
Credit: 1.0
Examination: School Exam plus IB Internal and External Assessments
Recommended: Successful completion of Topics in Pre-Calculus I and II

This course is the first in a two year sequence preparing students for the AP Calculus BC exam, which is taken at the end of the second year. Topics covered in the first year are limits, differential calculus, and integral calculus. Applications including particle motion, mathematical modeling, and related rates give students critical insight into the importance of mathematics in the real world. Topics in IB Math Studies are also presented, in preparation for the IB Math Studies exam, which will be taken at the end of the first year. Those topics include logic, probability, set theory, and financial mathematics. It is highly recommended that students take Topics in Pre-Calculus I and Topics in Pre-Calculus II before taking this course.

AP CALCULUS BC II

Course No.: 353 Grades Offered: 11-12
Credit: 1.0 Examination: AP Calculus BC
Recommended: Successful completion of AP Calculus BC I/IB Math Studies SL Year I

This course is the second in a two year sequence preparing students for the AP Calculus BC exam, which is taken at the end of the year. Topics include techniques of integration, parametric equations and applications to particle motion, polar equations, differential equations, infinite series and Taylor polynomials.

AP CALCULUS BC I AND II / IB MATH APPLICATIONS SL YEAR 1

Course meets for a period and one-half every other day.
Course No.: 360 Grades Offered: 11-12
Credit: 1.5
Examination: AP Calculus BC Exam plus IB Internal Assessments
Recommended: Successful completion of Topics in Pre-Calculus I and II

This course is designed for highly motivated students who wish to successfully complete AP Calculus BC in the spring of their junior year. The fundamentals and mechanics of Calculus are presented from graphical, numerical, and analytical perspectives.

Technology is employed to complete investigations, develop concepts, and illustrate examples. Students will also review and extend their knowledge of Algebra, Geometry, Trigonometry and Pre-Calculus. Successfully completing AP Calculus BC in one year provides students with the opportunity to study Multivariate Calculus during the senior year of High School. Furthermore, this class will lead to an IB math certificate. It is the first year of a two year sequence in IB Math Studies SL, preparing students for this IB exam in their senior year. The course meets for a double period every other day.

AP STATISTICS

Course No.: 363 Grades Offered: 11-12
Credit: 1.0
Examination: AP Statistics Exam;
Recommended: Successful completion of Algebra 2

AP Statistics is a college level course that will introduce students to the major concepts and tools for collecting, assessing, synthesizing, evaluating, and drawing conclusions based on data and drawing conclusions from a variety of sources. A strong focus of this course is reading, writing, and interpreting data. Students will work on activities to collect, explore and make inferences about real world data. It is essential that students have a TI-84+ graphing calculator.

APPLIED MATHEMATICS

Course No.: 337 Grades Offered: 10-11
Credit: 1.0 Examination: School Exam
Prerequisite: Algebra I or Department Approval

This course is designed to reinforce algebraic mathematical concepts and introduce higher-level mathematical inquiry. Students will be engaged in activities to investigate and expand on the concepts covered in the Algebra I curriculum. This course will conclude with the completion of either a school exam or the Common Core Algebra I exam.

COLLEGE ALGEBRA

Course No.: 368 Grades Offered: 12
Credit: 1.0 Examination: School Exam

This is an introductory course in college mathematics. The focus of the course is to prepare students for a College Math placement exam. (Continued on next page)

Mathematics and Computer Science

Topics include fluency with arithmetic without a calculator, linear equations, geometry of lines and circles, quadratic equations, functions, and radical expressions and equations.

DISCOVERY ALGEBRA II

Course No.: 389 Grades Offered: 10
Credit: 0.5 (Alternate Day Full Year)
Co-requisite: Algebra II

This course is designed to strengthen student's understanding of the content in the Algebra II Curriculum. Common areas of struggle for students will be highlighted and alternative problem solving strategies will be explored. Topical reviews for both the Algebra II mid-term and Regents exams will be included.

DISCOVERY GEOMETRY

Course No.: 388 Grades Offered: 9
Credit: 0.5 (Alternate Day Full Year)
Co-requisite: Geometry

This course is designed to strengthen student's understanding of the content in the Geometry curriculum. Common areas of struggle for students will be highlighted and alternative problem solving strategies will be explored. Topical reviews for both the Geometry mid-term and Regents exams will be included.

GEOMETRY

Course No.: 325 Grades Offered: 9-11
Credit: 1.0 Examination: Geometry Regents

This course is the second in the three-year Common Core Standards of High School mathematics sequence. The heart of this course is the study of transformations through constructions and the role transformations play in defining congruence. The topics of study are: congruence, similarity, right triangles and trigonometry, circles, expressing geometric properties with equations, geometric measurement and dimension, and modeling with geometry. The intent is to provide a variety of ways for students to acquire and demonstrate mathematical reasoning ability when solving problems. Students will investigate, explore, and discover many important concepts in Geometry.

Students are required to use graphing calculator such as TI-84+ (students may not use calculators that are capable of symbol manipulation or that can communicate with other calculators through any means), geometric compass with center-wheel, and a ruler.

GEOMETRY / TRIGONOMETRY

Course No.: 366 Grades Offered: 10-11
Credit: 1.0 Examination: School Exam

The course will include selected topics from both Geometry and Trigonometry designed to provide foundational skills for higher level math courses. Therefore, students will need to have successfully completed Algebra I and/ or Algebra/Trigonometry. The project based nature of this course is intended to develop critical thinking skills, as well as prepare students for higher level math courses including IB math offerings.

IB MATH ANALYSIS SL YEAR 1

Course No.: 392 Grades Offered: 11
Credit: 1.0
Examination: Internal Assessment
Prerequisite: Algebra II

This course is the first of a two-year IB math sequence that recognizes the need for analytical expertise in a world where innovation is increasingly dependent on deep understanding of mathematics. This course is appropriate for students who intend to pursue further study in areas such as chemistry, physics, economics, psychology and business administration. Topics include functions, sequences and series, statistics, probability, limits, as well as differential and integral calculus. The internally assessed component of the Math Analysis SL curriculum, the exploration, offers students the opportunity to develop independence in their learning and is completed during the first year of the sequence. In accordance with the IB Syllabus, a TI-84+ graphing calculator is an essential tool for this course. The second year of this course will be offered as IB Math Analysis SL Year 2 following the 2019-2020 school year.

IB MATH SL YEAR 2

Course No.: 391
Credit: 1.0 Grades Offered: 12
Examination: IB Math SL Exam
Prerequisite: IB Math SL Year 1

This course is the second in a two-year IB math sequence. The course is appropriate for students who intend to pursue further study in areas such as chemistry, physics, economics, psychology and business administration. Topics include functions, sequences and series, statistics, probability, limits, as well as differential and integral calculus. At the end of this course, students take the IB Math SL exams. In accordance with the IB Syllabus, a TI-84+ graphing calculator is an essential tool for this course. This course will be replaced with IB Math Analysis SL Year 2 following the 2019-2020 school year.

IB MATH STUDIES SL

Course No.: 381 Grades offered: 11-12
Credit: 1.0
Examination: Internal Assessment, IB Math Studies SL exam
Prerequisite: Successful completion of courses taken in Algebra and Geometry

This is a one year IB math standard level course that focuses on a variety of mathematical concepts including algebra, statistics, logic, sets, probability, geometry, trigonometry and calculus. As an IB course, Math Studies will help students to communicate their mathematical understandings clearly and confidently. This course will culminate with an independent project where students will collect or generate measurements to analyze and evaluate the information. In addition, students are expected to sit for the IB Math Studies SL examinations in May. In accordance with the IB Syllabus, a TI-84+ graphing calculator is an essential tool for this course.

Mathematics and Computer Science

IB MATH APPLICATIONS SL YEAR 1

Course No.: 349

Credit: 1.0 Grades offered: 11-12

Examination: Internal Assessment

Prerequisite: Successful completion of courses taken in Algebra and Geometry

This course is the first of a two-year IB math sequence that focuses on a variety of mathematical concepts including algebra, statistics, probability, geometry, trigonometry and calculus. This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. Students will be provided with opportunities to explore different ways of approaching a problem. Therefore, students will need to possess knowledge of basic mathematical concepts, and be equipped with the skills needed to apply simple mathematical techniques correctly. In Year 1, students complete the IB requirements of an independent project. In accordance with the IB Syllabus, a TI-84+ graphing calculator is an essential tool for this course. The second year of this course will be offered as IB Math Applications Year 2 following the 2019-2020 school year.

IB MATH STUDIES SL YEAR 2

Course No.: 348

Credit: 1.0

Grades offered: 12

Examination: IB Math Studies SL Exam

Prerequisite: IB Math Studies Yr 1

This course is the second in a two-year IB math sequence that focuses on a variety of mathematical concepts including algebra, statistics, logic, sets, probability, geometry, trigonometry and calculus. Students will be provided with opportunities to explore different ways of approaching a problem. Therefore, students will need to possess knowledge of basic mathematical concepts, and be equipped with the skills needed to apply simple mathematical tech-

niques correctly. As a part of IB Math Studies Year 2, students will fulfill their IB requirement by taking the IB Math Studies SL Exams. In accordance with the IB Syllabus, a TI-84+ graphing calculator is an essential tool for this course. This course will be replaced with IB Math Applications Year 2 following the 2019-2020 school year.

MULTIVARIABLE CALCULUS (SUPA)/ IB MATH STUDIES SL YEAR 2

Course No.: 355 Grades Offered: 12

Credit: 1.0

Examination: School Exam; IB Math Studies SL Exam

Prerequisite: Successful completion of AP Calculus BC Exam

Multivariate Calculus is a course designed for students who wish to pursue mathematics, science or engineering in college, as well as students who wish to take an advanced course in mathematics. This course covers the concepts of vectors, vector valued functions, functions of several variables, partial derivatives and multiple integration. Students will take the IB Math Studies exam in the spring to complete the requirements for IB credit. As a result of taking this course, students will be eligible to earn course credit for college-level Calculus from Syracuse University's Project Advance (SUPA). To receive credit from Syracuse, students will need to pay a fee and score a 4 or 5 on the AP Calculus BC exam.

PRE-CALCULUS

Course No.: 379 Grades Offered: 12

Credit: 1.0

Examination: School Exam

Prerequisite: Successful completion of courses taken in Algebra and Geometry

This course covers the fundamental concepts necessary to be successful in a college level mathematics courses. Topics will include the study of functions, trigonometry, conic sections, and will touch upon limits and continuity. It is recommended that students provide their own TI-84+ graphing calculator. Students have the option of paying a reduced college tuition fee for 3.0 college credits at Westchester Community College. The credits may be transferable to other institutions.

SAT/ ACT MATHEMATICS PREP

Course No.: 329 Grades Offered: 10-12

Credit: 0.25 (Alternate Days for a Semester)

Examination: Ongoing Sample ACT/SAT Exams

Recommended: Successful completion of Algebra 2

The ACT/SAT course is an introductory one. Students in this course will explore the typical types of questions found on the ACT/SAT tests: multiple choice questions, and student-response questions. Students will receive instruction in each area, practice their skills and test strategies, and take actual ACT/SAT examinations. These courses will meet every other day for 20 weeks. ACT/SAT Mathematics Prep courses are also offered during the summer, but are not credit bearing.

TOPICS IN PRE-CALCULUS I

Course No.: 319

Grades Offered: 9

Credit: 0.5 (Alternate Day Full Year)

Examination: School Exam

Prerequisite: Algebra 1

This course is designed for students who wish to accelerate themselves into BC calculus in 11th grade. It will meet every other day and is designed to be taken during the same school year as Geometry. Additionally, those highly motivated mathematics students who intend to take AP Calculus-BC will become well prepared for this curriculum. It is recommended that students provide their own TI-83 or TI-84+ graphing calculator.

TOPICS IN PRE-CALCULUS II

Course No.: 323

Grades Offered: 10

Credit: 0.5 (Alternate Day Full Year)

Examination: School Exam

Recommended: Successful completion of Topics in Pre-Calculus I

This course is intended to be the second in a two-year sequence that begins in ninth grade with Topics in Pre-Calculus I. The course is generally taken during the same school year as Algebra II. By completing the two Topics courses by the end of tenth grade, students then have the option to take AP Calculus BC, either over two years in grades eleven and twelve, or over one year in grade eleven. The latter pathway prepares students to take SUPA Multivariable Calculus in grade twelve. Course topics include set theory, trigonometry, conic sections, polar coordinates, and limits. It is recommended that students provide their own TI-83 or TI-84+ graphing calculator.

COMPUTER SCIENCE

Introduction to
Computer Science (.5)

Computer Science II (.5)

Computer Software
Engineering (SUPA) (1)

Web Design & Programming
(SUPA) (1)
Offered in 2020-2021

INTRODUCTION TO COMPUTER SCIENCE

Course No.: 644 Grades Offered: 9-12
Credit: 0.5 Examination: School Exam

This class assumes no pre-requisite knowledge with computer programming. The goal of the class is to expose students to *what computer programming is*, and tools are used to that end. In the first quarter, students use a program called Alice (www.alice.org) to understand the foundations of programming concepts—control structures, variables, parameters—in a drag and drop environment. As the year progresses, students move from the drag and drop experience and begin to hand code using a variety of programs, including Jeroo, Code Academy, and Penjee (www.penjee.com) in order for students to learn to code in an engaging and interactive manner.

COMPUTER SCIENCE II

Course No.: 645 Grades Offered: 9-12
Credit: 0.5 Examination: School Exam

Computer Science II continues to explore issues in the discipline that Introduction to Computer Science exposed students to, as well as introduce new topics beyond simple computer programming. The class pursues more in-depth programming concepts including how to create short games like "Rock, Paper, Scissors" and the "High Low Guessing Game". The class also begins to look at some topics outside of pure computer programming, such as the nature of the software development cycle, hardware, networks, the CPU and more.

COMPUTER SOFTWARE ENGINEERING (SUPA)

Course No.: 652 Grades Offered: 11-12
Credit: 1.0
Examination: SUPA Assessment

SUPA Computer Software Engineering covers the main topics of Object Oriented Programming (OOP) through the Java programming language. Students write several large projects in order to understand various programming concepts including inheritance, abstract classes, interfaces, polymorphism, and several sorting algorithms. Upon successfully completing this class, students are eligible for 3 credits from Syracuse University.

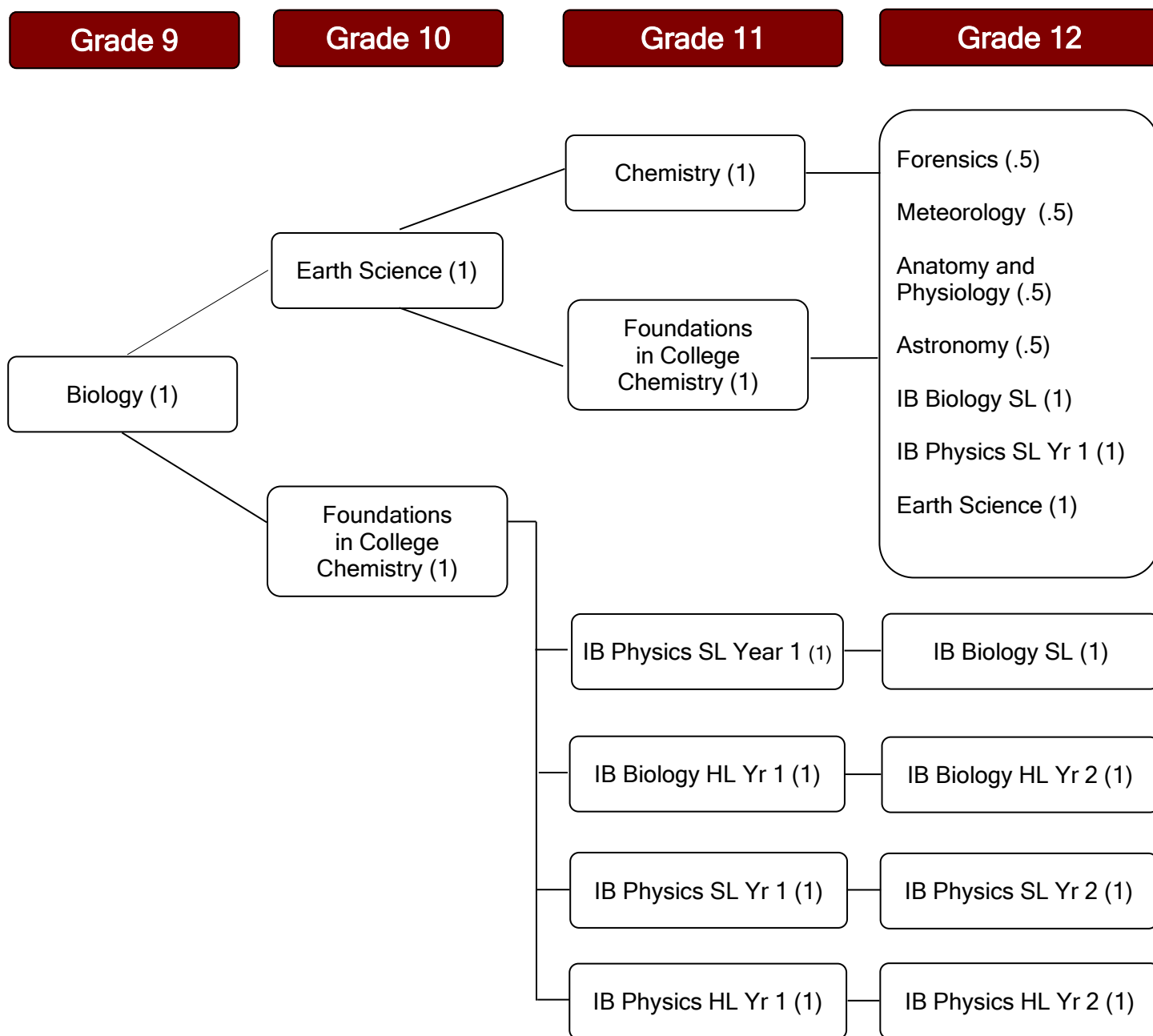
WEB DESIGN & PROGRAMMING (SUPA)

Course No.: 647 Grades Offered: 11-12
Credit: 1.0
Examination: SUPA Assessment
Recommended : Successful completion of Computer Science II

This course introduces the principles for the construction and publication of multimedia (text, graphics, video, and sound) documents, by incorporating a user-based approach to the planning, design, implementation and management of the documents over a distributed network environment, the World Wide Web. Students will learn many aspects related to professional Web design and management. This course will take a hands on approach to the planning, design, implementation and management of websites. Upon successfully completing this class, students are eligible for 3 credits from Syracuse University.

Science and Technology

SCIENCE



Science and Technology

A Focus on the Environment, Sustainability Efforts & Innovation

In addition to providing Harrison students with a core understanding of science and technology and providing opportunities for them to apply science and design skills and processes, the Science & Technology Education Program is dedicated to developing students, who are aware of environmental issues and how innovation and sustainability can remedy them. These concepts form the pillars of each one of our science and design courses at HHS.

The Harrison High School Science Department is dedicated to providing each student with a challenging four-year laboratory science program. The four core subjects of biology, earth science, chemistry and physics are offered through a variety of forums including college-level 1 and 2-year IB science courses. Through this rigorous program, students will meet the core science requirements for graduation and choose courses that both pique their interest and challenge them.

BIOLOGY (LIFE SCIENCE)

*Course No.: 421 Grades Offered: 9-12
Credit: 1.0 (9 periods per 6-day cycle)
Examination: Regents Exam*

The Biology course goes beyond the New York State Regents syllabus by providing an intensive, in-depth study of living organisms and their interactions with the environment. Advanced topics include the biochemical cellular structures and functions of living organisms, reproduction and the continuation of species, genetic transmission of traits, evolution of species, life functions in humans, and balance in nature. Inquiry, investigation, and analysis techniques will be developed through laboratory experiments and projects with the integration of technology. Students are required to complete at least 1200 minutes of hands-on laboratory work with satisfactory written reports to be eligible to take the *Living Environment Regents* examination in June. This course will challenge students' science thinking skills in order to prepare them for success in advanced science courses.

CHEMISTRY (PHYSICAL SCIENCE)

*Course No.: 431 Grades Offered: 11-12
Credit: 1.0 (8 periods per 6-day cycle)
Examination: Regents or Local Exam*

Chemistry is a comprehensive, laboratory-based course grounded in inquiry-based learning. The topics covered in-

clude Atomic Structure, Matter & Measurement, Periodic Law, Chemical Bonding, Chemical Reactions, The Mole Concept, Physical Behavior of Matter, Solutions, Acids and Bases, Kinetics & Equilibrium, Electrochemistry, Organic Chemistry, and Nuclear Chemistry. The course is designed to successfully develop student understanding of abstract scientific concepts through extended application of content knowledge and skills. Students will be assessed using a multiple measure model which considers classwork, laboratory experiences and summative assessments, both traditional and performance-based. This course meets the content and laboratory requirements for the Chemistry Regents exam. Students are encouraged but are not required to take this exam.

EARTH SCIENCE (PHYSICAL SCIENCE)

*Course No.: 450 Grades Offered: 10-12
Credit: 1.0 (9 periods per 6-day cycle)
Examination: Regents Exam*

Earth Science is an inquiry-based lab science that explores the processes that influence our planet. The curriculum centers on in-depth investigation of Earth's atmosphere, land masses and oceans, their physical properties and the processes that govern them. The curriculum includes advanced topics in geology, astronomy and meteorology, and concepts explored will be applied to current environmental problems. Through case-study exploration, lab-based activities, readings, discussions, fieldwork, and technology-based activities, students explore the science behind the interdependence of Earth's systems, population dynamics, and environmental quality. This course meets the New York State Regents standards for Earth Science and students are required to complete at least 1200 minutes of hands-on laboratory work with satisfactory written reports to be eligible to take the *Earth Science Regents* examination in June. The course will challenge students' science thinking skills in order to prepare students for

success in advanced science courses.

FOUNDATIONS IN COLLEGE CHEMISTRY (PHYSICAL SCIENCE)

*Course No.: 435 Grades Offered: 10-12
Credit: 1.0 (9 periods per 6-day cycle)
Examination: Regents Exam and Final Exam
Recommended: Successful completion of Biology, Algebra I and Geometry
Co-requisite: Algebra II*

Foundations for College Chemistry is a highly rigorous and challenging chemistry course. It comprehensively explores and examines general chemistry topics in-depth laying a solid foundation for advanced science courses in grades 11 and 12. Topics include the structure of the atom, stoichiometry, periodicity, bonding and molecular geometry, energetics and thermochemistry, kinetics, equilibrium, acids and bases, redox processes, organic chemistry, and nuclear chemistry. Laboratory experiments are inquiry- and technology-based activities designed to complement theory while emphasizing student interpretation, analysis and presentation of scientific findings. Math, science processing and analytical skills are an integral part of each unit of study. This course also meets the New York State Regents standards for Chemistry thus students are required to complete at least 1200 minutes of hands-on laboratory work with satisfactorily-written reports to be eligible to take the *Chemistry Regents* examination in June. Students may opt to prepare for the SAT II in Chemistry since assessed topics are studied in this course.

IB BIOLOGY HL YEAR 1 (LIFE SCIENCE)

*Course No.: 424 Grades Offered: 11
Credit: 1.0 (8 periods per 6-day cycle)
Recommended: Successful completion of two years of Regents Science: Biology and Chemistry*

IB BIOLOGY HL YEAR 2 (LIFE SCIENCE)

*Course No.: 425 Grades Offered: 12
Credit: 1.0 (8 periods per 6-day cycle)
Recommended: Successful completion of IB Biology HL Year 1
Examination: At the end of year 1, students will sit for a local final exam.*

Science and Technology

IB Assessments: At the end of year 2, students will sit for the IB Biology HL External Assessment. During the 2-year course, students will be assessed with an IB Biology HL Independent Investigation and the Group 4 Project.

IB Biology HL is a two-year course devoted to the study of biological topics using an experimental approach with global and societal perspectives. Core topics studied include evolution, classification, biodiversity, biochemistry, cellular energetics and processes, Mendelian and modern genetics, human physiology and ecology. This HL course studies the core topics in more detail and studies additional topics including botany and zoology. Students will be expected to grow as reflective, open-minded, creative inquirers. In addition, the course will encompass extensive hands-on laboratory activities which will include an *Independent Investigation (II)* used for practical assessment purposes. Such lab work may involve spectrophotometry, microscopy, DNA isolation, DNA and protein gel electrophoresis, protein chromatography, bacterial transformation, and respirometry amongst others. Within the two-year course, students will complete an IB group 4 project with students enrolled in IB Physics, IB Biology SL and IB Design Technology. Success in this course and the IB assessments may lead to college credit and/or higher-level placement.

IB BIOLOGY SL (LIFE SCIENCE)

ONE-YEAR COURSE

Course No.: 426 Grades Offered: 11-12
Credit: 1.0 (9 periods per 6-day cycle)
Recommended: Successful completion of two years of Regents science: Biology and Chemistry

IB Assessments: At the end of the year, students will sit for the IB Biology SL External Assessment. During the year-long course, students will be assessed with an IB Biology SL Independent Investigation and the Group 4 Project.

IB Biology SL is a one-year course devoted to the study of biological topics using an experimental approach with global and societal perspectives. Core topics studied include evolution, classification, biodiversity, biochemistry, cellular energetics and processes, Mendelian and modern genetics, hu-

man physiology and ecology. Students will be expected to grow as reflective, open-minded, creative inquirers. In addition, the course will encompass extensive hands-on laboratory activities which will include an *Independent Investigation (II)* used for practical assessment purposes. Such lab work may involve spectrophotometry, microscopy, DNA isolation, DNA and protein gel electrophoresis, protein chromatography, bacterial transformation, and respirometry amongst others. Within this one-year course, students will complete an IB group 4 project with students enrolled in IB Physics, IB Biology HL and IB Design Technology. Success in this course and the IB assessments may lead to college credit and/or higher-level placement.

IB PHYSICS SL YEAR 1 (PHYSICAL SCIENCE)

Course No.: 444 Grades Offered: 11-12
Credit: 1.0 (8 periods per 6-day cycle)
Recommended: Successful completion of two years of Regents science: Biology and Chemistry
Math Pre- and/or Co-requisite: Successful completion of Algebra, Geometry and Algebra 2

IB PHYSICS SL YEAR 2 (PHYSICAL SCIENCE)

Course No.: 445 Grades Offered: 12
Credit: 1.0 (8 periods per 6-day cycle)
Recommended Pre-requisite: Successful completion of IB Physics SL Year 1

Examination: At the end of year 1, students will sit for a local final exam.

IB Assessments: At the end of year 2, students will sit for the IB Physics SL External Assessment. During the 2-year course, students will be assessed with an IB Physics SL Independent Investigation and the Group 4 Project.

IB Physics SL is a two-year study of topics in classical and modern physics. Algebra and Trigonometry are used in this course. Problem-solving and experimental skills are developed in the context of physics as an international and multi-disciplinary pursuit. Topics covered include: motion, energy, thermal physics, waves, electricity, nuclear physics, power generation and "green" energy. This course will also emphasize the ethical challenges presented by applications of physical research to our society, such as energy use and the proliferation of nuclear weapons. Students will be expected to grow as reflective, open-minded, creative inquirers. In addition, the course will encompass extensive hands-on laboratory activities which will include an *Independent Investigation (II)* used for practical assessment purposes. Within the two-year course, students will complete an IB group

4 project with students enrolled in IB Physics HL, IB Biology SL & HL and IB Design Technology. Success in this course and the IB assessments may lead to college credit and/or higher-level placement.

Important Note: Seniors also have the option of taking this course for 1 year. If students decide to do this, they will not be able to take IB Assessments and earn a Certificate Diploma in IB Physics SL.

IB PHYSICS HL YEAR 1

(PHYSICAL SCIENCE)

Course No.: 446 Grades Offered: 11
Credit: 1.0 (8 periods per 6-day cycle)
Recommended pre-requisite: Successful completion of two years of Regents science: Biology and Chemistry
Math Prerequisites: Successful completion of Algebra, Geometry and Algebra 2

IB PHYSICS HL YEAR 2

(PHYSICAL SCIENCE)

Course No.: 447 Grades Offered: 12
Credit: 1.0 (8 periods per 6-day cycle)
Recommended Pre-requisite: Successful completion of IB Physics HL Year 1

Examination: At the end of year 1, students will sit for a local final exam.

IB Assessments: At the end of year 2, students will sit for the IB Physics HL External Assessment. During the 2-year course, students will be assessed with an IB Physics HL Independent Investigation and the Group 4 Project.

IB Physics HL is an in-depth two year study of many topics in classical and modern physics. Fluency in algebra and trigonometry is expected for the course. Problem solving and experimental skills are developed in the context of physics as an international and multi-disciplinary pursuit. Topics covered include: motion, energy, thermal physics, waves, electricity, magnetism, induction, radiation and optical instruments, quantum physics, nuclear physics, special and general relativity, power generation and "green" energy. This course will also emphasize the ethical challenges presented by applications of physical research to our society, such as energy use and the proliferation of nuclear weapons. Students will be expected to grow as reflective, open-minded, creative inquirers. Since many more topics are covered in the HL course compared to the SL course, and since the questions and problems encountered will be more involved and complex, students should expect the

Science and Technology

pace to be more intense than in the SL course, and as a result, a greater level of independent work is required for success. In addition, the course will encompass extensive hands-on laboratory activities which will contribute to the IB Internal Assessment which will include an *Independent Investigation (II)* used for practical assessment purposes. Within the two-year course, students will complete an IB group 4 project with students enrolled in IB Physics SL, IB Biology SL & HL and IB Design Technology. Success in this course and the IB assessments may lead to college credit and/or higher-level placement.

ASTRONOMY (PHYSICAL SCIENCE)

Course No.: 471 Grades Offered: 12

Credit: 0.5 (Alternate Day All Year)

Examination: Final Project

Recommended: Successful completion of two years of high school science; Earth Science preferred.

This course studies the earth science topic of astronomy in more detail. Astronomy is designed to capture students' interest through the use of a hands-on approach to explore fundamental concepts. Topics covered include planets and the solar system, stars, galaxies, satellites, and astronomical technology. Inquiry, investigation, and analysis techniques will be developed through laboratory experiments and projects with the integration of technology. Planetarium projections are used to introduce and reinforce course topics.

CSI: FORENSICS CRIMINAL SCIENCE (LIFE SCIENCE)

Course No.: 472 Grade Offered: 12

Credit: 0.5 (Alternate Day All Year)

Examination: School Exam

Recommended: Successful completion of two years of high school science; Biology preferred.

Forensic Science is designed to capture students' interests by applying science skills to a contemporary professional field—law enforcement. Concepts taught are reinforced when students collect physical evidence from simulated crime scenes and analyze collected samples in the lab with the integration of technology. Materials for laboratory tests and analysis will be presented as "unknowns" wherever possible. Stu-

dents will discuss simulated crime scene investigations available through the internet, television drama, and history.

ANATOMY AND PHYSIOLOGY (LIFE SCIENCE)

Course No.: 470 Grade Offered: 12

Credit: 0.5 (Alternate Day All Year)

Examination: School Exam

Recommended: Successful completion of two years of high school science; Biology is preferred.

**This course cannot be taken by a student who has been successful in either IB Biology SL or HL or is currently taking either course as these topics are covered in more detail.*

Anatomy and Physiology is designed to capture students' interests by providing life-long valuable information on the structure and function of human body systems. This includes a detailed study of the Human Digestive, Circulatory, Respiratory, Reproductive, Excretory, Nervous, Endocrine, and Musculoskeletal Systems and how these systems interact to perform the life functions and maintain homeostasis. Inquiry, investigation, and analysis techniques are developed through laboratory experiments and projects with the integration of technology.

METEOROLOGY

Course No.: 456 Grades Offered: 12

Credit: 0.5 (Alternate Day All Year)

Examination: School Exam

Recommended: Successful completion of two years of high school science; Earth Science preferred.

Meteorology is a course that focuses on the nature of atmospheric conditions and the forces that shape them. Students explore the atmosphere using electronically transmitted weather data, various readings and lab investigations. Topics include weather maps, satellites and radar, atmospheric origin and structure, solar radiation, heat, air pressure, moisture, clouds, precipitation, wind, air masses, severe weather, and forecasting.

HARRISON SCIENCE RESEARCH

Are you looking for an opportunity to do your own cutting-edge research and experimentation in a science or engineering field of your own choice? Our three-year course of study fosters the development of independent, critical-thinkers with highly-refined communication skills while testing an original hypothesis or engineering a design. Students can choose to work in a lab alongside scientists or at our high school with the help of our research teachers. Students' research is shared and acknowledged at local, regional and national competitions such as JSHS, WESEF, and ISEF by experts in the field. Many of our science research students continue research work as they move on to university and college studies. Topics of study may include animal science, behavioral science, biochemistry, cellular & molecular biology, chemistry, computational biology & bioinformatics, computer science, Earth & planetary sciences, engineering, environmental science, mathematics, medicine & health, microbiology, neuroscience, physics & astronomy, and plant science.

HARRISON SCIENCE RESEARCH I

Course No.: 419 Grades Offered: 10-12

Credit: 0.5 (Alternate Day All Year)

Examination: Project and Presentation

In this introductory course, students learn the fundamentals of The Scientific Method including researching topics, hypothesizing, controlled experimenting and data analysis. A major portion of this course will include in-depth research of a topic of interest and networking with scientists in that field of study. To achieve this, students also learn search techniques for finding literature, time management, and the importance of detailed record keeping. This course prepares students for the more detailed and independent research completed by students in Harrison Research II and III.

HARRISON SCIENCE RESEARCH II AND III

Course No.: 460 (II) 458 (III) Grades Offered: 11-12

Credit: 0.5 (Alternate Day All Year)

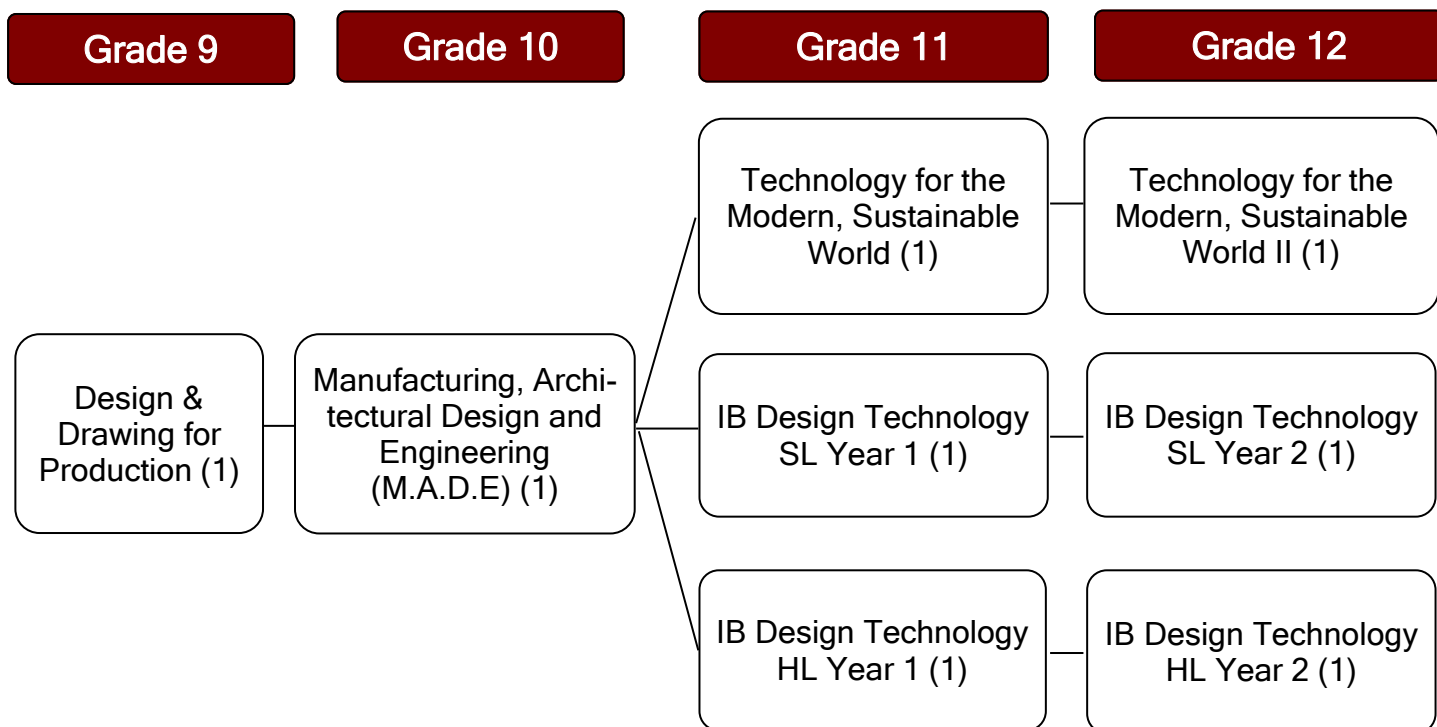
Examination: Project and Presentation

Recommended: Successful completion of Science Research I

The Harrison Science Research program invites all students to participate in authentic and original scientific research. This course encourages students to work with research scientists and professionals within their chosen area of interest. Students may conduct independent research in mathematics, life science, physical science, psychology, or the social sciences and are required to use technology to organize research (presentation software and data management systems). Students maintain a portfolio of their work, which provides the basis for assessment.

Science and Technology

DESIGN AND ENGINEERING



Science and Technology

DESIGN AND DRAWING FOR PRODUCTION (DDP)

Course No.: 661 Grades Offered: 9-12
Credit: 1.0 (6 periods per 6-day cycle)
Examination: School Exam

Students will develop an understanding of the elements and principles that comprise the universal language of technical drawing and design. Students will use the creative design process to design, develop, and revise to produce three-dimensional models. Problem-solving using the design cycle will be emphasized. This class will examine both past and present applications of both architectural and mechanical drawing. Students will also learn and use *Computer-Aided Design (CAD)*. This course fulfills the New York State Art requirement for graduation. It also provides a foundation of knowledge and skills for the International Baccalaureate Design Technology curriculum.

MANUFACTURING, ARCHITECTURAL DESIGN AND ENGINEERING (M.A.D.E)

Course No.: 667 Grades Offered: 10-12
Credit: 1.0 (6 periods per 6-day cycle)
Examination: School Exam
Prerequisite: Design and Drawing for Production

Students enrolled in this course will continue their study of the human-made world in an integrative, hands-on environment. The primary focus of this course will be problem-solving in a variety of content areas using a variety of tools and methods, in an effort to better understand the impact of technology on society. Major topics include *Manufacturing, Fluid Mechanics, Propulsion Systems, Architectural Design and General Engineering Principles*. Students will work both independently and as members of a team continuing their study and use of drafting and *AutoCAD* software as a product documentation and communication tool. Students will be instructed in the safe and proper use of several power tools in order to create product prototypes and build scale models. This course is integral in the preparation of students to continue in IB Design Technology.

IB DESIGN TECHNOLOGY SL YEAR 1

Course No.: 670 Grades Offered: 11-12
Credit: 1.0 (6 periods per 6-day cycle)
Prerequisite: Design and Drawing for Production and Integrated Technology

IB DESIGN TECHNOLOGY SL YEAR 2

Course No.: 672 Grades Offered: 12
Credit: 1.0 (6 periods per 6-day cycle)
Prerequisite: IB Design Technology SL Yr 1

Examination: At the end of year 1, students will sit for a local final exam.

IB Assessments: At the end of year 2, students will sit for the IB Design Technology SL External Assessment. During the 2-year course, students will be assessed with the IB Design Technology SL Design Project and the Group 4 Project.

This 2-year course aims to teach students not only design and technology but also how to adapt to new experiences, approach problems with the appropriate skills and techniques and develop optimum solutions. Core topics include the *Design Cycle, Human Factors, Resource Management and Sustainable Development, Modeling, Raw Material, Innovation and Classic Design*. Students will be given the opportunity to explore realistic problems with a focus on analysis, design development, synthesis and evaluation. A major requirement of this two-year course is the Design Project, a culminating research-based project that includes analysis of all phases of the product design cycle. Success in this course and the IB assessments may lead to college credit and/or higher-level placement.*

IB DESIGN TECHNOLOGY HL YEAR 1

Course No.: 671 Grades Offered: 11-12
Credit: 1.0 (6 periods per 6-day cycle)
Prerequisite: Design and Drawing for Production and Integrated Technology

IB DESIGN TECHNOLOGY HL YEAR 2

Course No.: 673 Grades Offered: 12
Credit: 1.0 (6 periods per 6-day cycle)
Prerequisite: IB Design Technology HL Year 1

Examination: At the end of year 1, students will sit for a local final exam.

IB Assessments: At the end of year 2, students will sit for the IB Design Technology HL External Assessment. During the 2-year course, students will be assessed with the IB Design Technology HL Design Project and the Group 4 Project.

In this course, all of the topics de-

scribed in the SL description above will be studied. In addition, students enrolled in the HL option will study *Energy, Structures, Mechanical Design and Advanced Manufacturing Techniques*.

***Please Note:** Seniors also have the option of taking IB Year 1 courses. If students decide to do this, they will not be able to take IB Assessments and earn a Certificate in IB Design Technology HL/SL.

TECHNOLOGY FOR THE MODERN, SUSTAINABLE WORLD

Course No.: 675 Grades Offered: 11-12
Credit: 1.0 (6 periods per 6-day cycle)
Examination: School Exam
Prerequisite: DDP and Integrated Technology

Students will continue their study of technology through the development of innovative products that improve the conditions of humans in civilization. Students will learn how to process materials including wood, metal, recycled plastics and composites using hand and power tools. These skills will then be used along with the design process to build student-driven innovations that are marketable in the modern, environmentally-friendly world. The innovations will be focused in the fields of renewable energy and power, recycling and sustainability, architecture, robotics and agriculture.

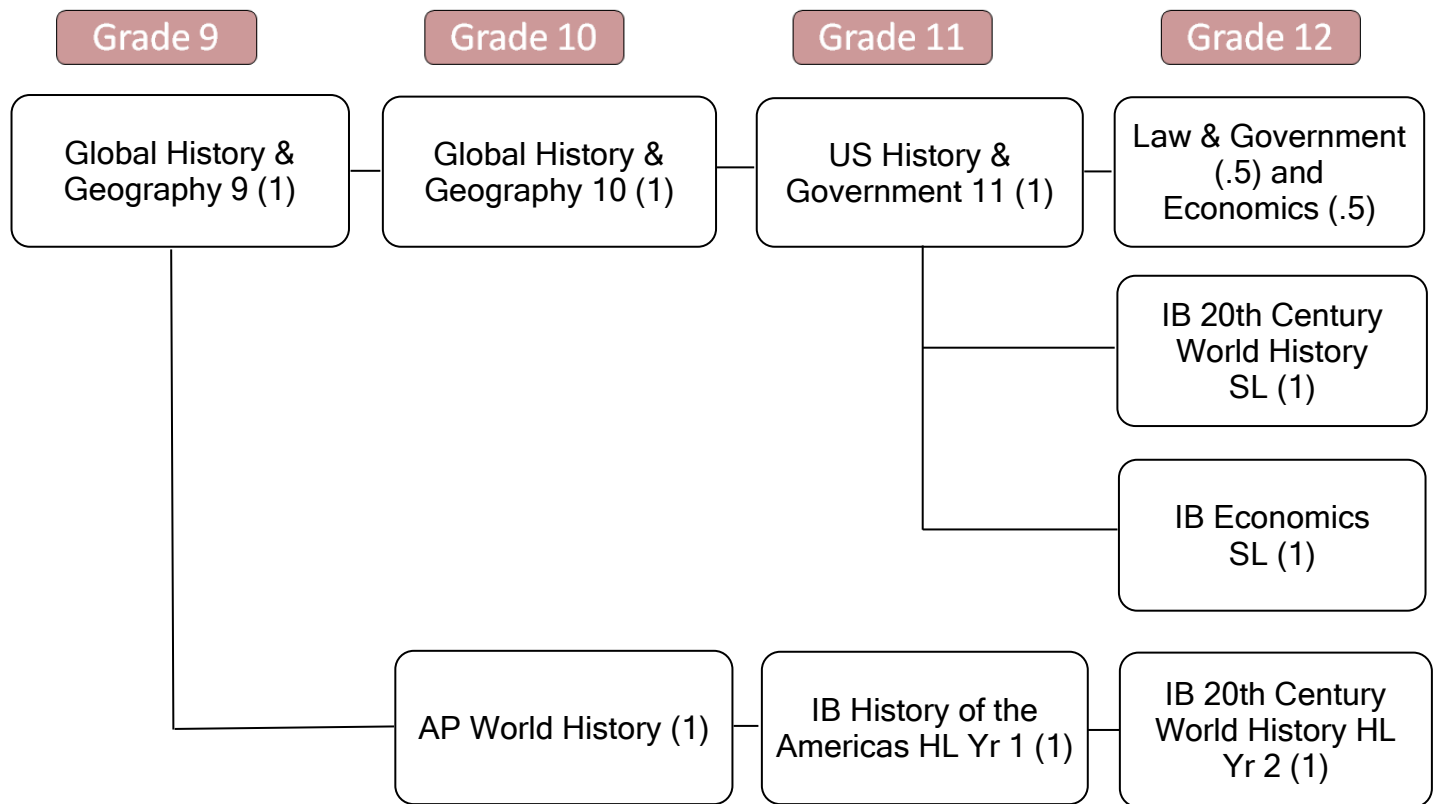
TECHNOLOGY FOR THE MODERN, SUSTAINABLE WORLD II

Course No.: 676 Grades Offered: 12
Credit: 1.0 (6 periods per 6-day cycle)
Examination: School Exam
Prerequisite: DDP and Integrated Technology

Students will continue to study engineering, design and manufacturing to address today's problems especially as it relates to green energy and maintaining a sustainable planet. Students will choose projects in architecture, robotics, agriculture and renewable energy and power based on self-interest.

Social Studies

SOCIAL STUDIES



The **Social Studies** program at Harrison High School prepares students with the knowledge and skills necessary to become ready for college, career, and civic life. Four units of Social Studies are required for graduation. Students are required to take Global History and Geography (two units of credit) in 9th and 10th grades, U.S. History and Government (one unit of credit) in 11th grade, and Economics and Economic Decision-Making (one-half unit of credit) and Law and Government (one-half unit of credit) in 12th grade. All students will take Regents examinations at the end of 10th grade in Global History and Geography and at the end of 11th grade in U.S. History and Government. These required courses reflect the content and intellectual skills described in New York State's five social studies learning standards: history of the United States and New York; world history; geography; economics; and civics, citizenship, and government. Students may qualify to receive Advanced Placement credit by enrolling in Advanced Placement World History to replace Global History and Geography in 10th grade. Students may also qualify to become an International Baccalaureate diploma candidate by enrolling in IB History HL Year 1: History of the Americas to replace U.S. History and Government in 11th grade. In addition to the required courses, students may enroll in electives. Electives, however, do not replace the four required courses unless an equivalent International Baccalaureate course is offered in that subject area. These electives are designed to meet a variety of interests and goals.

The **Social Sciences** combine quantitative and qualitative methods to study various human behaviors. A strong background in mathematics and/or the natural sciences will benefit students taking Social Science courses. Course possibilities include IB Psychology, IB Economics. In Psychology, a familiarity with the Scientific Method is recommended, as the course applies this tool to a variety of studies. Likewise, in Economics, students will use mathematical concepts and equations to inform their understanding of the field.

IB Options and Electives

IB Economics SL (1)
 IB Psychology SL (1)
 IB Psychology HL Year 1 (1)
 IB Psychology HL Year 2 (1)

Social Studies

GLOBAL HISTORY AND GEOGRAPHY 9

Course No.: 213 Grades Offered: 9
Credit: 1.0 Examination: School Exam

Global History and Geography is a required course for all ninth graders that focuses on historical eras including the foundations of Ancient Civilizations through the Enlightenment Period, 1750. This course utilizes the disciplines of history, geography, economics, archeology, anthropology, and political science to investigate the development of our global community. Five major themes are used to organize the curriculum: Interaction between Humans and the Environment; Development and Interaction of Cultures; State Building, Expansion and Conflict; Creation, Expansion and Interaction of Economic Systems; and Development and Transformation of Social Structures. The course will provide the students the reading, writing and communication skills necessary to be successful on the New York State Global Regents Exam, as well as the AP World History Exam at the end of tenth grade.

GLOBAL HISTORY AND GEOGRAPHY 10

Course No.: 221 Grades Offered: 10
Credit: 1.0
Examination: Regents Exam

This is the second of a two-year sequence in Global History and Geography. The course includes the study of World History from the late 18th century through modern times, including an emphasis on contemporary world issues. Students will learn and apply their understanding of social studies concepts. The course is taught chronologically and focuses on exploring historical and cultural differences and similarities between different regions of the world during the same period. The course will challenge students' reading, writing and communication skills in order to prepare students for success in selecting the option of IB History of the Americas in 11th grade. Students are required to take the Global History and Geography Regents Exam at the end of 10th grade.

AP WORLD HISTORY

Course No.: 223 Grades Offered: 10
Credit: 1.0
Examination: AP/Regents Exam

This one-year AP course in World History corresponds with the second of a two-year sequence in Global History and Geography. The course is offered to advanced and ambitious students who seek to further challenge themselves. The course includes the study of World History from the late 18th century through modern times. Students will develop a greater understanding of the evolution of global processes and contacts in interaction with differing types of world societies. College credit may be granted if an adequate grade is received on the College Board Advanced Placement examination. Students are required to take the AP World History Exam in May and the Global History and Geography Regents Exam in June of 10th grade.

U.S. HISTORY AND GOVERNMENT

Course No.: 231 Grades Offered: 11
Credit: 1.0
Examination: Regents Exam

United States History and Government is a one-year course that students take in the 11th grade. Students will focus on the five social studies standards integrated throughout the study of the nation's history. Students will develop an understanding of American geography, the Constitutional foundations for our government and legal system, and the history of the United States chronologically from the late colonial period through the present day. A variety of skills are emphasized, including analysis, evaluation, research, and an understanding of different historical resources in order to prepare students for success in selecting the option of IB social studies during 12th grade. Students are required to take the United States History and Government Regents Exam at the end of 11th grade.

IB HISTORY HL YEAR 1: HISTORY OF THE AMERICAS

Course No.: 236 Grades Offered: 11
Credit: 1.0
Examination: IB Assessments/Regents Exam

This is the first year of the two-year higher level IB History course. The course covers the major developments in the Americas (North and South America) from around 1760 to 2000. In addition to New York State's Regents curriculum, the course will focus on three topics in the history of the Americas as in-depth studies. Some examples include: The Great Depression and the Americas 1929-39; the Cold War and civil rights and social movements in the Americas. The course emphasizes political, social and cultural history with an emphasis on reading, writing, and research using primary and secondary sources. Students will also conduct a historical investigation of a topic of their choosing in which they develop and pursue their own research question. Previous experience in an AP course is not required. In order to receive the IB HL credit, students must also complete the second year of this course, 20th Century World History, in their senior year. College credit may be granted if an adequate grade is received on the IB assessments concluded in their senior year. Students will also be required to take the United States History and Government Regents Exam.

LAW AND GOVERNMENT

Course No.: 244 Grades Offered: 12
Credit: 0.5 (Semester)
Examination: School Exam

This half-year course will fulfill the New York State requirement for participation in government. The Law and Government curriculum is designed to be a culminating course of study that focuses on NYS Social Studies Learning Standard 5: Civics, Citizenship, and Government. Upon entering 12th grade, students should be ready to synthesize and apply this content-rich experience to the study of contemporary and historic public issues, and to increase their awareness of rights and responsibilities as a citizen. The curriculum is designed to engage students in

Social Studies

defining, analyzing, monitoring, and discussing public policies and issues that are relevant to individual students.

ECONOMICS AND ECONOMIC DECISION-MAKING

Course No.: 242 Grades Offered: 12
Credit: 0.5 (Semester)
Examination: School Exam

This half-year course will fulfill the New York State requirement for economics. The Economics and Economic Decision-Making curriculum is designed to be a culminating course of study that focuses on NYS Social Studies Learning Standard 4: Economics. Upon entering 12th grade, students should be ready to learn the knowledge and skills that will enable them to function as informed and economically literate citizens in our society and in the world. The course emphasizes rational decision-making and encourages students to become wise consumers as well as more productive citizens. Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

IB ECONOMICS SL

Course No.: 260 Grades Offered: 12
Credit: 1.0
Examination: IB Assessments

This one-year economics course provides students with a core knowledge of economics, encourages students to think critically about economics, promotes an awareness and understanding of internationalism in economics, and encourages students' development as independent learners. Alongside the empirical observations of positive economics, students of the subject are asked to formulate normative questions and to recognize their own tendencies for bias. Students will be required to take the IB assessments in the spring. This course will satisfy the economics and participation in government requirements for graduation.

IB PSYCHOLOGY SL

Course No.: 261
Grades Offered: 11-12 Credit: 1.0
Examination: IB Assessments

Standard Level Psychology is a writing-intensive class focusing on the systematic study of behavior and mental processes. Students examine biological, cognitive, and sociocultural approaches to understanding human behavior, and learn to critically examine studies conducted in the field. All students are required to complete an in-depth research paper that asks them to replicate an existing study and critically assess the extent to which the study was reliable. Students are also required to take the IB Psychology exam in the spring. This course may be taken during 11th or 12th grade as an elective.

IB PSYCHOLOGY HL YEAR 1

Course No.: 262
Grades Offered: 11-12 Credit: 1.0
Examination: IB Assessments

Higher Level Psychology is a two-year, writing-intensive class focusing on the systematic study of behavior and mental processes. This class emphasizes the Scientific Method, with significant focus on studies related to biological, cognitive, and sociocultural approaches to understanding human behavior. Topics unique to HL Psychology include animal research, the effect of pheromones on behavior, and the effects of the digital world on cognition. All students are required to complete an in-depth research paper that asks them to alter the variables from an existing study, review the academic literature surrounding that study, and critically assess the extent to which the study was reliable. Students are also required to take the IB Psychology at the end of their senior year. To take HL Psychology, students must begin the class in their junior year.

IB PSYCHOLOGY HL YEAR 2

Course No.: 263
Grades Offered: 12 Credit: 1.0
Examination: IB Assessments

This is the second year of the two-year IB Higher Level Psychology course. In this class, students focus on the Psychology of Human Relationships (including attraction, bystanderism, and communication), Abnormal Psychology (including etiolo-

gies, diagnosis, and treatments for various disorders), Developmental Psychology (including cognitive, social, moral, and physical development), and Health Psychology (including stress and addiction). The course uses the biological, cognitive, and sociocultural approaches to understanding behavior learned during Year 1 for each content area. Assessments include essay-writing and analysis of both qualitative and quantitative research.

IB HISTORY HL YEAR 2: 20TH CENTURY WORLD HISTORY

Course No.: 237 Grades Offered: 12
Credit: 1.0
Examination: IB Assessments

This course is the second year of the two-year IB higher level course. Students will study three topics/themes in 20th century world history in-depth. Some examples of these topics/themes are: peacekeeping and international relations 1918-36; the causes, practices and effects of wars; democratic states - challenges and responses; and, origins and development of authoritarian and single-party states. Students will be required to take the IB assessments in the spring. This course will satisfy the economics and participation in government requirements for graduation.

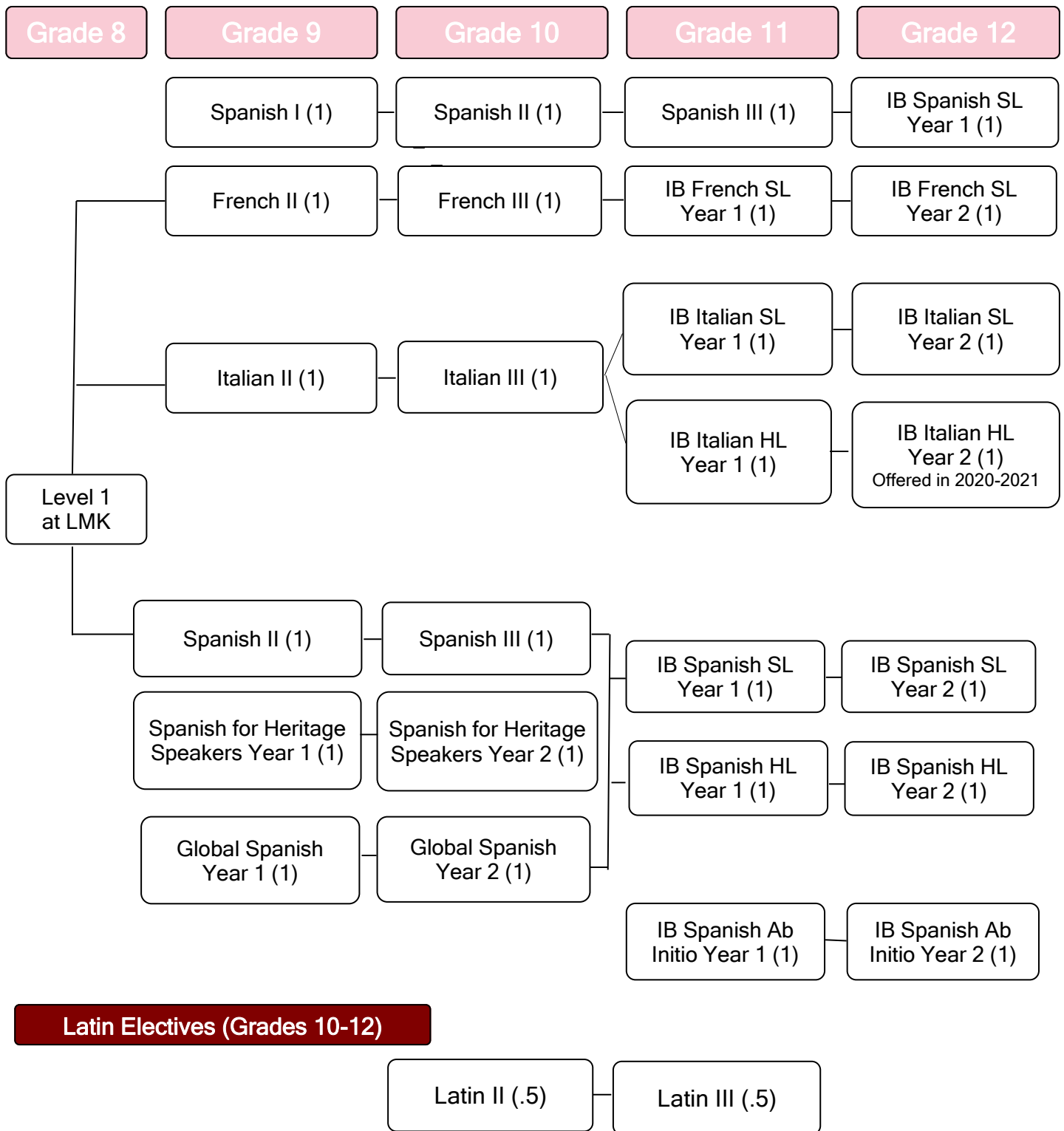
IB HISTORY SL: 20TH CENTURY WORLD HISTORY

Course No.: 238 Grades Offered: 12
Credit: 1.0
Examination: IB Assessments

This course is the second year of the two-year IB higher level course, yet students who did not take the HL Year 1 course may elect to take this course as a one-year standard level IB course in their senior year. Students will study three topics/themes in 20th century world history in-depth. Some examples of these topics/themes are: peacekeeping - international relations 1918-36; the causes, practices and effects of wars; democratic states - challenges and responses; and, origins and development of authoritarian and single-party states. Students will be required to take the IB assessments in the spring. This course will satisfy the economics and participation in government requirements for graduation.

World Languages

World Languages



World Languages

The Department of World Languages provides students with the opportunity to study and appreciate the language and culture of other countries by broadening their personal and cultural perspectives. Within an interactive environment, students develop communicative skills in listening, speaking, reading, and writing in French, Italian and/or Spanish with extended study also available in Latin.

The focus is on a performance model of language use, in order to prepare students to function independently, spontaneously and comprehensibly in the language. Teaching a language includes not only developing the learners' language proficiency, but developing the learners' cultural understanding and content knowledge as well. Thus integrating knowledge and skills from other disciplines promotes logical and creative thinking. Second language study empowers students to engage in meaningful, direct interaction with members of other cultures. Students are encouraged to develop a second or third language while in high school.

SPANISH I

Course No.: 531 Grades Offered: 9-12
Credit: 1.0
Examination: School Exam

This is the introductory Regents-level course in Spanish. Students learn basic pronunciation, structure and vocabulary. Reading and writing are introduced through contextualized narratives. Aspects of Spanish culture are studied through films, readings, class discussions and, when possible, field trips.

FRENCH II

Course No.: 512 Grades Offered: 9-12

ITALIAN II

Course No.: 522 Grades Offered: 9-12

SPANISH II

Course No.: 532 Grades Offered: 9-12

Credit: 1.0
Examination: School Exam

This is the second level of the Regents sequence in language. It is a continuation of the development of the four skills: listening, speaking, reading, and writing and includes more advanced structure, vocabulary, and culture

through reading. Projects and field trips may be included.

FRENCH III

Course No.: 513 Grades Offered: 10-12

ITALIAN III

Course No.: 523 Grades Offered: 10-12

SPANISH III

Course No.: 533 Grades Offered: 10-12

Credit: 1.0

Examination: Locally Developed Checkpoint B Exam (Formerly NYS Regents Exam)

This is the third level of the Regents sequence. In addition to the continuation of development of the skills of speaking and listening, more emphasis will be placed on reading and writing. This course terminates with a Locally Developed Checkpoint B Exam (Formerly NYS Regents Examination in Modern Languages).

GLOBAL SPANISH Yr 1 AND Yr 2

Course No.: 553 Grades Offered: 9-10

Course No.: 554 Grade Offered: 10

Examination: School Exam

This course is designed for students who possess limited/basic knowledge of the Spanish language upon entry to our high school and who would like to pursue a four-year sequence of study in the language leading to graduation having completed IB-level courses. Students will receive accelerated language and culture instruction in order to be able to communicate successfully orally and in writing in the target language.

SPANISH FOR HERITAGE SPEAKERS YR 1 AND YR 2

Course No.: 558 and 582

Grade Offered: 9-10

Credit: 1.0

Examination: School Exam

Recommended: Successful completion of Spanish II

This two-year course is designed for students who have been exposed to Spanish in oral form from birth and have the capacity to communicate informally mostly in social settings, and who would like to acquire the rules of the language related to the more formal register of academic settings. Students will develop their literacy skills in Spanish, including reading, writing and grammar.

IB COURSE DESCRIPTIONS

Group 2 Second Languages: "It is a requirement of the (IB) Programme that students study at least one subject from Group 2 (World Languages). The aim is to promote an understanding of another culture through the study of a second language" – *The IB Diploma Programme Curriculum*

IB FRENCH SL YEAR 1

Course No.: 518

IB ITALIAN SL YEAR 1

Course No.: 528

IB SPANISH SL YEAR 1

Course No.: 550

Grade Offered: 11

Credit: 1.0

Year 1 of 2-year course of study

Recommended: Successful completion of levels II and III

In the interest of cultivating internationally minded, caring and principled inquirers, IB students pursue four year sequences of languages other than English or Group 2 languages (the IB designation). This course represents the first year in a two year sequence of upper level World languages studies. The main purpose of this course is to continue to hone students' abilities in the four skill areas of second language acquisition (reading, writing, listening, speaking), while using those key skills in order to communicate knowledge of culture in an authentic and meaningful way. In so doing, students will develop a sophisticated knowledge of various cultural nuances relevant to the global community, including but not limited to the following core areas: grammar, politics, history, literature, music, art, film, society, current events, various geo-political considerations, colloquial and formal use of the target language, linguistic variations, and the interrelatedness of world events. In addition to gaining an understanding of the aforementioned components of culture, students will be able to critically analyze, interpret, and relate learning accomplished in other facets of their IB education, such as the Theory of Knowledge course, to issues that directly impact the world community of French, Italian, and Spanish speakers. This course meets the Group 2 course

World Languages

requirement for the IB Diploma.

French: Authentic materials studied may include, but are not limited to:
Film: Jean de Florette, Manon des Sources

Literature: Jacques Prévert, Livre: Le Petit Prince, Les Misérables (excerpts)

Italian: Authentic materials studied may include, but are not limited to:
Literature: Italo Calvino, Stefano Benni, Dante Alighieri

Film: Roberto Benigni, Giuseppe Tornatore, Nanni Moretti

Spanish: Authentic materials studied may include, but are not limited to:

Film: El Norte Crude

Literature: Pablo Neruda, Adolfo Becquer, Julio Cortazar, Miguel De Cervantes

Music: Juanes, Juliet a Venegas, Juan Luis Guerra

IB SPANISH AB INITIO SL YEAR 1

Course No.: 540 Grade Offered: 11
Credit: 1.0

IB Spanish at the AB Initio level is an intensive course designed for students with little on no prior experience with the language. Students will learn to understand and communicate, both orally and in writing, simple and complex structures related to three themes studied: the individual and society; leisure and work; and urban and rural environment. They will study authentic texts, learn relevant vocabulary and grammar, and investigate similarities and differences between the target culture and their own. During the course, the student will become familiar with the everyday life and culture of countries in which the language is spoken. The student thus becomes aware of the similarities and differences between societies and develops an appreciation for the complex web of relationships that define us all. Prior permission is required before registering for this course. This course meets the Group 2 course requirements for the IB Diploma. This course is offered to transfer students from the US or international schools and who may have studied or speak a language that our school doesn't currently offer.

IB SPANISH HL YEAR 1 and 2

Course No.: 555 Grade Offered: 11
Course No.: 556 Grade Offered: 12
Credit: 1.0
Recommended: Successful completion of Spanish III

The IB Spanish HL course is designed for students who possess a solid base of knowledge in Spanish. This course represents the first year in a two year sequence of upper level Spanish studies that aims to develop a higher level of communicative and literary proficiency in the language while promoting an understanding of Hispanic cultures. Students will expand their ability to use the target language for various purposes in diverse contexts. This course contributes to IB's goal of developing internationally-minded students who are well prepared for the challenges in the 21st century and able to contribute to creating a better, more peaceful world. Students taking this class should be able to follow university courses in other disciplines in Spanish.

IB FRENCH SL YEAR 2

Course No.: 519 Grade Offered: 12
Credit: 1.0

IB ITALIAN SL YEAR 2

Course No.: 530 Grade Offered: 12
Credit: 1.0

SPANISH AB INITIO SL YEAR 2

Course No.: Grade Offered: 12
Credits: 1

IB SPANISH SL YEAR 2

Course No.: 551 Grade Offered: 12
Credit: 1.0

IB SPANISH HL YEAR 2

Course No.: Grade Offered: 12
Credit: 1.0

IB Assessments: At the midway point of IB Language Year 2 students will sit for the IB Oral Assessments. At the end of year 2, students will sit for the IB SL External Written Assessments.

These courses represent the second year of a 2-year course of study in our IB French, Italian, Latin and Spanish SL courses; successful completion of which fulfills the Group 2 course requirement for the IB Diploma and/or an IB certificate in World Language study. These courses continue to build on the language skills of listening, speaking, reading and writing, focusing on developing greater acuity, fluency and accuracy while continuing to delve into in-

ternational perspectives through studying the culture, art, politics, environments, histories and contemporary issues of different peoples around the world.

LATIN II

Course No.: 542 Grades Offered: 10-12
Credit: 0.5
Examination: School Exam

This is the second level of the Regents sequence in Latin. It is a continuation of the development of the skills of level I in reading, comprehension, writing, listening and some speaking. The course includes more advanced study of the language, vocabulary, and culture of the Romans through the exploration of Latin texts, readings, projects, and field trips where appropriate.

LATIN III

Course No.: 543 Grades Offered: 11-12
Credit: 0.5
Examination: School Exam

The content of the Latin III course will include structure of grammar and syntax, the study of vocabulary derived from Latin, abbreviation, quotations occurring in English, Latin words and phrases, classical mythology, Roman history with emphasis on the Augustan Age, Roman government, culture, and civilization. Teacher generated handouts will be used for translations. The readings are aimed at a deeper understanding of the Roman history and culture and to increase the comprehension of Latin prose and poetry.

Multi-Year Planning Tool

Content	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	English 8	ELA 9	ELA 10		
Social Studies	Social Studies 8	Global History 9			
Mathematics					
Science	Science 8	Biology			
World Languages	Level 1	Level 2			
The Arts/ DDP					
Phys. Ed.		P.E.	P.E.	P.E.	P.E.
Health					
Elective					
Elective					
Elective					
BOCES					
Total Credits					
Summer Offerings					

SUMMARY: HIGH SCHOOL FOUR YEAR PLANNING CHECKLIST

Guidelines for what should be done each year in high school.

FRESHMAN YEAR

- Investigate college and career possibilities using “Naviance Assessment”
- Begin keeping a list of all activities, honors, awards, community service, and/or employment that will help you develop your resume
- Get involved in activities, clubs, community service activities
- Learn what classes to take that match your strengths, interests and areas for growth
- Continue to revise and develop your 4-year high school plan with your school counselor
- Develop positive study skills and work habits

SOPHOMORE YEAR

- Begin to look at characteristics of colleges that are important to you
- Take the PreACT (Practice ACT) and PSAT 10 (Practice SAT)
- Update your resume
- Stay involved in activities, clubs, community service
- Continue to choose courses based on your 4-year plan
- Review/update your 4-year plan with your school counselor
- Investigate colleges using Naviance
- Make college visits

JUNIOR YEAR

- Review transcript and make sure you are on track to fulfill post-secondary plans
- Take the PSAT
- Take the ACT and/or SAT in the Spring
- Consider taking SAT II exams
- Visit colleges
- Meet with college representatives and attend college fairs
- Attend Financial Aid Night
- Research scholarships
- Utilize Naviance to pursue college searches
- Attend guidance events and meet regularly with your school counselor
- Update/review your 4-year plan with your school counselor

SENIOR YEAR

- Finish high school requirements for graduation
- Apply to narrowed field of post-secondary schools
- Take the ACT and/or SAT in the Fall
- Review transcript
- Visit college campuses
- Attend senior day offered by colleges
- Attend college fairs and meetings with college representatives
- Meet with admissions representatives
- Check scholarship list in Naviance
- Maintain your program of study and grades throughout senior year

2019 - 2020
HARRISON CENTRAL SCHOOL DISTRICT BOARD OF EDUCATION

Kelly Mulvoy Mangan, *President*
Lindy Wolverton, *Vice President*
Trustees: Dennis Di Lorenzo, Rachel Estroff, Kelly Kozak, Placido Dino Puccio & Robert Sullivan

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Michael Greenfield, *Assistant Superintendent for Curriculum & Instruction*
Brian Ladewig, Ed.D., *Assistant Superintendent for Human Resources*
Robert Salierno, *Assistant Superintendent for Business*

HARRISON HIGH SCHOOL LEADERSHIP

Kimberly Beukema, *Principal*
Laurie Griffo & Lawrence P. Mastrota, *Assistant Principals*

The Harrison Central School District is committed to four core values:

<i>Equity:</i>	All students are provided with equal educational opportunities to meet their individual learning needs.
<i>Access:</i>	All students benefit from an “open doors” policy, which allows students, working with parents and guidance counselors, to self-select the most challenging and appropriate course of study, without the tracking structures or “gate-keeping” barriers that have historically limited students’ opportunities.
<i>Rigor:</i>	All students experience a rigorous curriculum that challenges them to fulfill their potential and prepares them for the choices they will face beyond high school.
<i>Adaptability:</i>	All students are prepared with the skills to adapt to the challenges and opportunities of the twenty-first century, and <u>all</u> staff members are expected to adapt their professional practice to meet students’ ever-changing needs.

DISTRICT DIRECTORS

Lynn Fusco, *Director of Fine and Performing Arts*
Jaimie Kanter, Ed.D., *Director of English Language Arts*
Christopher Galano, *Director of Health, Physical Education & Athletics*
Thomas Lehman, *Assistant Director of Health, Physical Education & Athletics*
Kelly Malczewski, *Director of Guidance*
Veronica D’Andrea, *Director of Mathematics & Computer Science*
Joan O’Keeffe, *Director of Science & Technology*
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Julie Kotler Snider, *Director of Special Education*
Antonia Simao, *Supervisor of Secondary Special Education*
Brian Seligman, *Director of Information Systems, Data & Technology*
Marina Moran, *Director of World Languages & English as a New Language*

HARRISON HIGH SCHOOL COUNSELORS

Lauren Ciallella, Kira DiFalco, Shari Heyen, Renee Katzenberg, Cindy Leong and Laurie Scinicariello



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