



## Edgemont Jr. / Sr. High School Grades 7 - 12

**2023 - 2024  
Curriculum Bulletin**



**Artwork Pictured Top to Bottom  
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## INTRODUCTION

This bulletin contains the course offerings, prerequisites, and course descriptions of the subjects taught at Edgemont Junior-Senior High School. We encourage you to view this booklet on-line and discuss it with your parents/guardians. As always, please consult with your counselor for assistance at any time.

As you choose your courses for 2023-2024, consider the courses you are currently taking, the prerequisites for each class, and the graduation requirements (refer to page 30 of this bulletin). Your choices should be based on the assumption that your current program will be satisfactorily completed. **You should be cognizant of the number of courses that can be reasonably scheduled within the school day.** Please remember that all students are required to carry a minimum course load of five academic classes plus Physical Education each term.

Students will discuss the courses they would like to take for the 2023-2024 school year with their parent(s)/ guardian(s). Counselors will meet with students as a group in February to explain the course selection process. **It is important to select at least two alternate elective courses in addition to the electives you have chosen. Please note that signing up for a course does not guarantee that the course will be offered.**

**Students will be meeting with their counselors to discuss their course requests.**

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## **Important Notices:**

### **SCHEDULE CHANGE PROCEDURE**

Students may request to add (space permitting), drop, or change a class in their schedules. To do so, students must complete a “Schedule Change Form” and meet with their counselor. If a student requests a change in course level or a change in an academic subject, his or her parents/guardians will be contacted for approval.

### **LAST DAYS TO ADD CLASSES:**

FOR FALL TERM CLASSES: September 15, 2023

FOR FULL YEAR CLASSES: September 29, 2023

FOR SPRING TERM CLASSES: February 2, 2024

### **LAST DAYS TO DROP CLASSES:**

FOR FALL TERM CLASSES: September 29, 2023

FOR FULL YEAR CLASSES: October 20, 2023

FOR SPRING TERM CLASSES: February 16, 2024

In the event that a student withdraws from a class after the dates indicated above, the course will appear on his/her transcript with an indicator of “WD” (withdrawn).

### **LUNCH**

All students are required to have lunch in their schedule. In addition to promoting growth and health through proper nutrition, lunch affords students an opportunity to unwind and to develop social relationships.

### **ADVANCED PLACEMENT COURSES**

Students enrolled in Advanced Placement courses are required to take the College Board AP exam connected to the course during the normal AP exam administration period in May. There is an additional fee for this exam. Families experiencing financial hardship should contact a member of the administration prior to the exam. Failure to sit for the exam will result in the removal of the “AP” designation for the course on the student’s transcript and, in the case of seniors, notification of the student’s college(s).

Lauren Moore, *Counseling Chair*

Jamie Brookman, Emily Colman, Kevin Fleck, Stephanie Fuentes, Junko Matano  
*School Counselors*

(914) 725-1545

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graph TD; E7[ENGLISH 7] --> E8[ENGLISH 8]; E8 --> E9[ENGLISH 9]; E9 --> E10[ENGLISH 10 or GLOBAL PERSPECTIVES 10]; E9 --> E10H[ENGLISH 10H]; E10 --> E1112[ENGLISH 11/12 SELECTIVES]; E10H --> E11H[ENGLISH 11H]; E11H --> E12H[ENGLISH 12H]; E1112 -.-> E12H; E12H --- E12H_note[ELECTIVES:  
Creative Writing  
Speech];
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The flowchart illustrates the English Language Arts course sequence. It begins with ENGLISH 7, followed by ENGLISH 8, and then ENGLISH 9. From ENGLISH 9, students can choose between ENGLISH 10 or GLOBAL PERSPECTIVES 10, or ENGLISH 10H. ENGLISH 10 leads to ENGLISH 11/12 SELECTIVES, while ENGLISH 10H leads to ENGLISH 11H. ENGLISH 11H leads to ENGLISH 12H. A dashed line connects ENGLISH 11/12 SELECTIVES to ENGLISH 12H. A box labeled ELECTIVES: Creative Writing Speech is connected to ENGLISH 12H.

**Type of Examination:** State-mandated ELA test and departmental final exam, with score averaged into 4th quarter grade.

**Description:** Students read a number of literature selections, both independently and as a class; write a variety of expository, narrative, and descriptive pieces; and work on expressiveness, style, and organization. Grammar, usage, and punctuation are studied in conjunction with writing. Emphasis is on increasing reading facility and on deepening understanding. Additional activities include oral reports, projects, vocabulary study, non-fiction writing, research, and poetry.

**Novels: Red Kayak– Cummings**

## A Long Way Down—Reynolds

## Animal Farm – Orwell

## Nowhere Boy – Marsh

A variety of contemporary YA novels for study in literature circles

**Short Stories and Poems:** Various selections

Type of Examination: State-mandated ELA test

**Prerequisite:** Departmental recommendation from Grade 6 teachers

**Description:** This course of study allows for individualized attention and provides a greater emphasis on basic skills. While the regular curriculum is followed to the extent possible, emphasis is placed on individual growth in reading and writing skills. Smaller classes allow for concentrated attention on the individual's needs. Students enrolled in this course will be provided a lab period each six-day cycle to best support their academic needs.

Text(s):

### Red Kayak—Cummings

### Fighting Ground - Avi

**Esperanza Rising - Ryan**

### Sidetracked—Asher

## Short Stories and Poems: Various Selections



**ENGLISH 8 -#1831**

Type of Examination: State-mandated ELA test and departmental final exam, with score averaged into 4th quarter grade.

Prerequisite: Grade 7 English

Description: English 8 builds on the work completed in English 7 and prepares students for English 9. Students respond to and analyze a number of works, both independently and as a class. Discussions, writing, and projects focus on deepening understanding and making connections between literature and their own lives. In their writing, students work on developing organizational skills, style, correctness, and fluency. Issues of grammar and diction are addressed through the formal study of sentence structures and also as part of the writing process.

Text(s): Selections from:

Allusions: **Biblical, Historical, Literary, Mythical Currents**

Short Stories: **in Fiction, Athletic Shorts, The Short Story and You**

Drama: **“Sorry, Wrong Number” and other Radio Plays**

Novels: A variety of novels for study in literature circles

**Night**-Wiesel

**Brown Girl Dreaming** - Woodson

Poetry: **Refugee** - Gratz

Selected poems

Course Requirement: Research Paper

**ENGLISH 8 WITH LAB-#1841**

Type of Examination: State-mandated ELA test and final exam, with score averaged into the 4th quarter grade.

Prerequisite: Grade 7 English

Description: Generally one section is offered to those students who need additional time to prepare for the regular curriculum. Emphasis is placed on individual growth in reading and writing skills. Direct instruction in vocabulary strengthens reading comprehension. In their writing, students work on developing organizational skills, sentence structure, and use of details. Issues of grammar are addressed through independent, student-directed practice and as part of the writing process. Discussions, writing, and projects focus on deepening understanding of and making connections between literature and their own lives. Smaller classes allow for concentrated attention on the individual's needs.

Text(s): Selections from: **Writer's Inc.**

Short Stories: Selections from:

**Currents in Fiction**

**Athletic Shorts**

**The Short Story & You**

Drama: **“Sorry, Wrong Number” and other Radio Plays**

Novels: Choices include:

**Night**-Paulsen

**The Cage**-Sender

Poetry: Selected Poems

Course Requirement: Research Paper

**ENGLISH 9 - #1131**

Type of Examination: Departmental Final

Prerequisite: Grade 8 English

Units of Credit: 1

Description: English 9 is a literature and writing-based course organized through the four literary genres of short stories, novels, drama and poetry. Students will be asked to read and discuss a variety of works as well as to write about some of the works they read. In addition to writing about literature, students will engage in journal, essay and a variety of other types of writing, often in a

## ENGLISH

workshop setting. Listening and speaking activities will be included throughout the course and attention to mechanics and usage will be emphasized in all final drafts of writing. Vocabulary to be studied will be selected from the literature.

Text(s): The literature will come from the following list:

Short Stories: Selections from Contemporary Short Stories, Modern & Multicultural Anthologies

Novels:           **To Kill a Mockingbird** - Lee  
                      **The Glass Castle** - Walls  
                      **The Catcher in the Rye** - Salinger  
                      **House on Mango Street** - Cisneros  
                      **Selected Multicultural novels as outside reading**

Drama:           **Romeo & Juliet** - Shakespeare

Poetry:           **The Odyssey** - Homer & other various selected poems

**Course Requirement:** Research Paper

## ENGLISH 9 WITH LAB-#1141

Type of Examination: Final Exam as determined by instructor

Prerequisite: Grade 8 English and Departmental Recommendation

Units of Credit: 1 Credit

Description: This course of study allows for individualized attention and provides a greater emphasis on basic skills. Literature: Comprehension will be the focus of the literature study; short fiction will be examined more frequently than longer novels. Film study will complement literary study. When available novels and short stories may be studied as cinematic representations of literary masterpieces. Current non-fiction selected from magazines and newspapers will also be used in order to improve reading and comprehension levels. Grammar and Composition: Basic skills, with an emphasis on sentence and paragraph construction, will constitute the major portion of grammatical study. A variety of composition experiences, autobiographical, creative and expository will be presented throughout the year.

Text(s): Selections from:

**The Outsiders** - Hinton  
                      **The Glass Castle** - Walls  
                      **The Catcher in the Rye** - Salinger  
                      **House on Mango Street** - Cisneros

Abridged versions of: Shakespeare's **Romeo and Juliet**, Homer's **The Odyssey**, and Harper Lee's **To Kill a Mockingbird**

Short Stories and Poems: Various Selections

## ENGLISH 10 - AMERICAN AND GLOBAL LITERATURE

#1231

Prerequisite: Grade 9 English

Units of Credit: 1 Credit

Description: English 10 is based on the study of both American and Global literature, examining important writing of and about different cultures. Many of these texts, whether novels, poetry, essays or orations, will correspond to units of study in the 10th grade Global History Social Studies curriculum. Through close reading and discussion, students will study the purpose and style of various authors, along with the literary devices which enhance their writing. Student writing will include both personal response and essay writing, often focused on the literature and encompassing analysis of an author's thoughts, effective substantiation, and development of critical thinking.

Text(s): Selections from:

**The Kite Runner** - Hosseini  
                      **Slaughterhouse-Five** - Vonnegut, Jr.

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**1984** - Orwell  
**All Quiet on the Western Front** - Remarque  
**Wild Swans** - Chang (excerpts)  
**The Crucible** - Miller  
**Things Fall Apart** - Achebe  
Other novels, essays, letters, poems, short stories and speeches

**Course Requirement:** Research Project

### ENGLISH 10 - AMERICAN AND GLOBAL LITERATURE-#1241

**Prerequisite:** Grade 9 English and Departmental Recommendation

**Units of Credit:** 1 Credit

**Description:** This course parallels the regular section and includes readings and materials from the American and Global Literature curriculum. Class size is smaller, and individual attention is given to students. The pace of the class is matched to the abilities of the students, and the assignments are specifically designed to strengthen writing skills, reading comprehension, vocabulary and mechanics.

**Text(s):** Selections from:

**Dear Martin** - Stone  
**Slaughterhouse-Five** - Vonnegut, Jr.  
**1984** - Orwell  
**All Quiet on the Western Front** - Remarque  
**Things Fall Apart** - Achebe  
**The Things They Carried** - O'Brien  
**Red Scarf Girl** - Jiang  
**Habibi** - Nye  
Other novels, selected essays, letters, poems, short stories and speeches

**Course Requirement:** Research Project/Paper

### ENGLISH 10H - AMERICAN AND GLOBAL LITERATURE-#1221

**Prerequisite:** Grade 9 English and Departmental recommendation

**Units of Credit:** 1 Credit

**Description:** The Honors section follows the basic outline of the course of study in the regular sections, except that it incorporates such additional readings as Hawthorne's *The Scarlet Letter* and requires two term papers. It also includes an extended poetry unit and accelerated concentration in expository writing.

**Course Requirement:** Two independent study projects/papers

**PLEASE NOTE:** The English Honors program is intended for serious devotees of literature and writing. In English 10 Honors it is expected that students can and do read, understand, question, explore, discuss and enjoy very challenging literature on their own; in class we jump into analysis almost immediately, with little review of basic storyline. Discussion tends to focus on the seminal nature of the author and literature in the American and Global context, as well as on the relationship of content and literary technique in the particular piece. Students write essays on average once every ten days, with many essays written during single class periods. They also write term papers: an analysis of two novels by one author and an intensive poetry analysis.

### GLOBAL PERSPECTIVES-#1233

**Type of Examination:** Regents Examination

**Prerequisite:** Grade 9 English and Global I

**Units of Credit:** 2

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**Description:** Global Perspectives is a two credit, team taught, double-period class that satisfies the tenth grade English and Global Studies requirements. Students will benefit from an interrelated study of both disciplines, each of which will support the other, and therefore they will experience greater cohesion and depth of understanding. Students will study the standard Global Studies curriculum while reading supportive texts in a variety of genres and voices, including novels, poetry, essays, orations and primary sources. In exploring the links between the two disciplines, students will improve skills including, close reading, analytical writing, research, oral presentations, etc. Especially unique to this class, students will have the opportunity to write in several different contexts, including but not limited to personal and text-based essays, and receive multi-dimensional feedback on written assignments from two teachers instead of one. The result will not only be a rich study of our world today but a deep appreciation of reading, writing, and thinking, all contributing to the development of students' understanding of their own places in the world.

**Text(s):** Selections from:

**The Kite Runner** - Hosseini  
**Slaughterhouse-Five** - Vonnegut, Jr.  
**1984** - Orwell  
**Persepolis** - Setrapi  
**Wild Swans** - Chang (excerpts)  
**Things Fall Apart** - Achebe  
Independent Reading Selections

**Course Requirement:** Research Project/Paper

## ENGLISH 11 AND 12 SELECTIVES

**Type of Examination:** Regents Comprehensive Exam in English (Grade 11)

**Prerequisite:** Grade 10 English

**Units of Credit:** 0.5 Credit

**Description:** Juniors and Seniors will be able to select two semester-long courses on various topics to fulfill their English requirement each year. Course choices, to be offered in alternate years will include:

<i>Imaginative Nonfiction/Personal Essay</i>	<i>Gender, History &amp; Literature</i>
<i>The American Dream</i>	<i>Race in American Literature</i>
<i>Immigration in Literature &amp; Media</i>	<i>War &amp; Conflict</i>
<i>Drama</i>	<i>Satire</i>

In each course students will read, discuss and analyze both classic and contemporary literature; they will also conduct research, write personal responses and essays, and make presentations of various sorts – all in the context of strengthening their exploration and understanding of important issues in their immediate lives and in the world.

**Text(s):** TBA

**Course Requirement:** Research Project/Paper

## ENGLISH 11 AMERICAN, BRITISH AND GLOBAL LITERATURE -#1341

**Type of Examination:** Regents Comprehensive Examination in English

**Prerequisite:** Grade 10 English

**Units of Credit:** 1 Credit

**Description:** English 11 is designed to provide an opportunity for students to work on reading, writing, speaking and listening in a more student-centered environment. Readings will be drawn from important works of American, British and Global Literature. The emphasis will be on reading, comprehension and interpretation of works of literature. Writing will be a daily part of the course, with students keeping journals as well as writing a variety of formal essays.

**Text(s):** TBA

**Course Requirement:** Research Project/Paper



**ENGLISH 11H - AMERICAN AND GLOBAL LITERATURE- #1321**

Type of Examination: Regents Comprehensive Examination in English

Prerequisite: Grade 10 English

Units of Credit: 1 Credit

Description: This course comprises an in-depth examination of influential works of literature from various cultures

Text(s) may include: *The Remains of the Day*; *beloved*; *Jane Eyre*; *Huckleberry Finn*; *The Wide Sargasso Sea*; *The Metamorphosis*; *Macbeth*, *King Lear* or *Twelfth Night*

Course Requirement: Two (2) Research Papers

**PLEASE NOTE:** English 11 Honors is an intensive literature course. In this course students continue to read, analyze, question, explore, discuss and enjoy challenging literature. In addition, students explore the historical context of this literature, and apply not only their experience with literature but their experience with American and Global Studies as well, in order to develop a fuller appreciation of the culture and history of America, Great Britain and other parts of the world. Through studying great authors, students develop an appreciation not just for the work of these masters, but also for their contributions to all literature, as they recognize ideas and techniques with which they are familiar from earlier courses. Students will write formal essays, personal essays, and informative responses, continuing to develop their analytical abilities and their writing voices. Furthermore, students are required to conduct two scholarly studies, one in the fall and another in the spring, thereby applying their analytical skills as well as their developing research skills to produce two college-worthy research papers.

**ENGLISH 12 HONORS SEMINAR-#1439**

Prerequisite: Grade 11 English with at least a B+ average, high marks on the English Regents exam and the Departmental qualifying essay (or good marks in English 11 Honors) and Departmental recommendation.

Units of Credit: 1 Credit

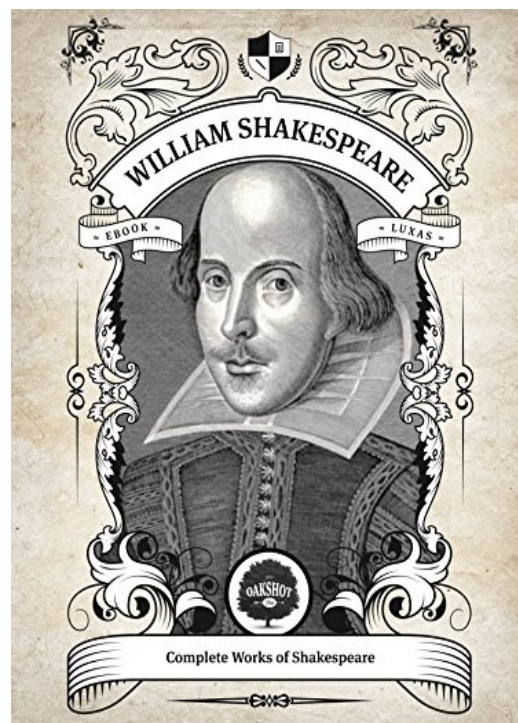
Description: This advanced seminar for Seniors is a full-year course designed to be similar in content and purpose to most college Freshman English studies. The course focuses on the close reading and discussion of challenging literary texts and on varied writing tasks, from the argumentative essay to the critical analysis of literature. Conferences with students, student-led discussions, the use of a Dialectic Notebook to accompany the study of literature, and a writing portfolio form the basis of instruction and permit the student to continue to hone analytical thinking and writing skills.

Course Requirement: The ability to contribute positively to the class environment, to conduct peer reviews and to evaluate one's own work are essential to one's success in the course and will be calculated into the grade. Completion of portfolios comprised of personal narrative, argumentative and literary analysis essays is also part of the assessment process. While it will not be required, students will be prepared and invited to sit for the AP Literature Exam.

Text(s):

**The Great Gatsby** - Fitzgerald  
**The Hours** - Cunningham  
**Hamlet** - Shakespeare

**Mrs. Dalloway** or **To the Lighthouse** - Woolf  
**The Namesake** - Lahiri  
 Selected Poems, Essays, Short Stories and Films



**CREATIVE WRITING-#1431**

Grade Level: Offered grades 10-12

Prerequisite: Grade 9 English

Units of Credit: 0.5 Credit

Description: This class is designed to engage students in a wide variety of writing experiences-prose, poetry, personal narrative, short stories, short plays-through a workshop setting. You will keep journals, write in and out of class, and work with your peers and instructor to understand and enlarge your approaches to writing. At the end of the course, you will be expected to create a Final Portfolio of your revised drafts. We will spend a good amount of time preparing for this larger assignment.

Text(s) include: Natalie Goldberg's *Writing Down the Bones: Freeing the Writer Within*

**SPEECH -#1434**

Grade Level: Offered grades 9-12

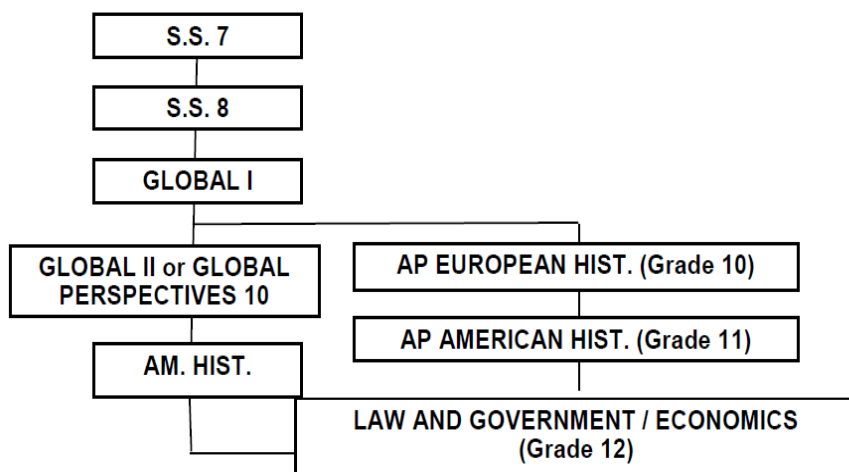
Prerequisite: Grade 8 English

Units of Credit: 0.5 Credit

Description: Public speaking helps students to develop their speech-making abilities. Through the study of historical speeches and practice with various types of speeches, panel interviews, toasts, demonstration presentations and more, students learn preparation and delivery strategies for speaking effectively in front of a group. Students are also responsible for helping to edit each other's written work, as well as critiquing their performances. Other speaking games and activities, including the filming of some speeches, will be utilized to maximize each student's progress as a public speaker.

Text(s) include: TBA

## SOCIAL STUDIES



### Elective Courses

Psychology  
History of NYC  
Current International Issues  
AP Macroeconomics (12)  
AP U.S. Govern. & Politics (12)  
AP Psychology (11-12)

### SOCIAL STUDIES 7

#2731

Grade Level: Grade 7

Type of Examination: School Based Exam

Prerequisite: None

Description: This is the first of a two-year American history course developed in accordance with the New York State Regents Curriculum Plan. The course covers the period from Exploration to Colonization, The Revolution, The Constitution, The Age of Jackson, Westward Expansion, The Ante-Bellum Era and the Civil War.

Text(s): **History Alive**, Teachers Curriculum Institute

### SOCIAL STUDIES 8-#2831

Grade Level: Grade 8

Type of Examination: School Based Exam

Prerequisite: Successful completion of Grade 7 Social Studies

Description: This is the second year of a two-year American history course developed in accordance with the New York State Regents Curriculum Plan. The course covers Reconstruction, The Industrial Revolution, Immigration and Twentieth Century America

Text(s): **United States History: Civil War to Present**

### GLOBAL HISTORY & GEOGRAPHY I-#2131

Grade Level: Grade 9

Type of Examination: School Based Exam

Prerequisite: None

Units of Credit: 1 Credit

Description: This is the first year of a two-year Global History and Geography course developed in accordance with the New York State Regents Curriculum Plan. The Course will cover World History from the study of early man through the Enlightenment in Europe as well as history in both the Eastern and Western hemispheres. There is an emphasis on writing with further practice on thematic essays and document-based questions. Students will also participate in several trials and debates.

Text(s): **Prentice Hall's World History - Volume 1**

**GLOBAL HISTORY & GEOGRAPHY II-#2231**

**Grade Level:** Grade 10

**Type of Examination:** Regents Exam

**Prerequisite:** Successful Completion of Global I

**Units of Credit:** 1 Credit

**Description:** This is the second year of a two-year Global History and Geography course developed in accordance with the New York State Regents Curriculum Plan. The Course will cover World History from the late 18th Century through the present. Students will develop an understanding of world issues through the examination of historical, geographical, political, economic and cultural contexts. Essay writing will be stressed as an integral part of this course.

**Text(s):** **World History - Connections to Today. The Modern Era**

**GLOBAL PERSPECTIVES-#2233**

**Grade Level:** Grade 10

**Type of Examination:** Regents Examination

**Prerequisite:** Grade 9 English and Global I

**Units of Credit:** 2 Credits

**Description:** Global Perspectives is a two credit, team taught, double-period class that satisfies the tenth grade English and Global Studies requirements. Students will benefit from an interrelated study of both disciplines, each of which will support the other, and therefore they will experience greater cohesion and depth of understanding. Students will study the standard Global Studies curriculum while reading supportive texts in a variety of genres and voices, including novels, poetry, essays, orations and primary sources. In exploring the links between the two disciplines, students will improve skills including, close reading, analytical writing, research, oral presentations, etc. Especially unique to this class, students will have the opportunity to write in several different contexts, including but not limited to personal and text-based essays, and receive multi-dimensional feedback on written assignments from two teachers instead of one. The result will not only be a rich study of our world today but a deep appreciation of reading, writing, and thinking, all contributing to the development of students' understanding of their own places in the world.

**ADVANCED PLACEMENT EUROPEAN HISTORY-#2211**

**Grade Level:** Grade 10

**Type of Examination:** AP Examination and Regents Examination

**Prerequisite:** Successful completion of Global Studies I according to Department standards. Departmental recommendation

**Units of Credit:** 1 Credit

**Description:** The Advanced Placement Course in European is designed to provide the highly motivated student with an opportunity to do college-level work in the study of the history of the European World. The course stresses the historical integration of the experiences of the elites with those of the common people and presents students with the opportunity to study art history and philosophy. Writing is stressed in the preparation of the document-based question as well as the free response essay.

**Course Requirements:** Class examinations, analytical papers, research projects, participation in discussion and writing assignments. Preparation for Regents after the AP Exam with a major research project. This course does not fulfill the requirements for Law & Government or Economics.

**PLEASE NOTE:** This course moves at an intense pace and students are expected to be able to keep up with the substantial reading load. There will be at least eight research papers and/or essays over the course of the year along with tests, quizzes and presentations. In the post-AP Exam period, sophomores will be prepared for the June Global History and Geography Regents Exam through the preparation of Research Projects.



## SOCIAL STUDIES

### AMERICAN HISTORY AND GOVERNMENT-#2331

Grade Level: Grade 11

Type of Examination: New York State Regents Examination

Prerequisite: Global Studies II

Units of Credit: 1 Credit

Description: This course of study covers U.S. History and Government from the colonial era to the present day. Skills development includes note-taking, reading comprehension, essay writing, research assignments, group work and evaluation of primary source, internet and video materials. The course culminates in a NYS Regents Exam.

Course Requirements: Quizzes, tests, document-based questions, thematic essays and class projects are required.

Text(s): **America: The Essential Learning Edition– Shi**

### ADVANCED PLACEMENT AMERICAN HISTORY-#2311

Grade Level: Grade 11

Type of Examination: AP Examination, Regents Examination

Prerequisite: Successful completion of Global Studies II or AP European History according to Department standards and Department recommendations.

Units of Credit: 1 Credit

Description: The Advanced Placement American History course is designed to provide the highly motivated student with an opportunity to do college-level work in American History.

Text(s): **American Pageant** - Bailey, Kennedy & Cohen  
**American Spirit** - Bailey & Kennedy

Course Requirements: School exams, class discussions, quizzes and research papers. The course culminates in an AP Exam in the Spring.

**PLEASE NOTE:** This course moves at an intense pace and students are expected to be able to keep up with the substantial reading load. There will be at least (15) research papers and/or essays over the course of the year along with tests, quizzes and presentations.

### ECONOMICS, THE ENTERPRISE SYSTEM & FINANCE- #2432

Grade Level: Grade 12

Type of Examination: School Exam or Final Portfolio/Project

Units of Credit: 0.5 Credit

Description: This is a one semester course which is designed to increase students' economic literacy so that they will be prepared to make economic decisions in the future. Topics include: Thinking as an Economist, The United States Economic System, The Enterprise System, Labor & Business in the United States, Personal Finance, Macroeconomics, and International Trade. The course emphasizes real world problem-solving skills and persuasive writing. Students will participate in numerous simulations and internet activities, read from a variety of financial publications, and discuss current economic topics in the news with outside speakers.

Text(s): Optional - at teacher discretion.

Course Requirements: Webquests, summaries or analysis of financial news, journals, economic decision-making projects, active participation in class discussions and simulations, tests and quizzes, projects or portfolio of required activities.

**LAW & GOVERNMENT - PARTICIPATION IN GOVERNMENT-#2434**

Grade Level: Grade 12

Type of Examination: Unit Exams and Papers; Final Project or Essays

Units of Credit: 0.5 Credit

Description: The course's objective is to help the students gain a better understanding of our government and the law. The government section emphasizes the workings of the democratic system, concentrating on the Constitution and important aspects of the Bill of Rights. The second part of the course focuses on criminal and civil law, emphasizing the penal system, the court structure and current event topics. There may be guest speakers to supplement the other aspects of the course.

Text(s): Assorted Classroom Materials

Course Requirements: Reading assignments and active participation in class discussions. Quizzes, unit exams or essays, a variety of civic-oriented projects, trial reports and current event reports.

**ADVANCED PLACEMENT MACROECONOMICS -#2412**

Grade Level: Grade 12

Type of Examination: AP Examination

Prerequisite: Teacher Approval, Department requirements

Units of Credit: 0.5 Credit

Description: This course is designed to meet the requirements of the advanced placement program in Economics. It can also be used to meet the ½ credit Economics graduation requirement. The purpose of an AP course in Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price determination and also develops students' familiarity with economic performance measures, economic growth, and international economics.

Course Requirements: This course requires students to think conceptually and analytically, and to be able to apply that way of thinking to projects and papers. This course culminates in an AP Exam in the Spring.

Text(s): **Krugman's Macroeconomics for the AP Course**

**PLEASE NOTE:** This course moves at a rapid pace. There is a substantial reading load as well as multiple choice and essay exams. Students will be assigned two books to read for the course and will be expected to read the newspaper on a regular basis and stay informed about current economic issues.

**ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS-#2411**

Grade Level: Grade 12

Type of Examination: AP Examination

Prerequisite: Department recommendation, successful completion of American History or AP American History

Units of Credit: 0.5 Credit

Description: This one- semester course is equivalent to an introductory level college government class. It explores the concepts of the constitutional underpinnings of the United States Government, political beliefs and behaviors, political parties and mass media, institutions of national government, public policy and civil rights.

Course Requirements: This course culminates in an AP Exam in the Spring.

Text(s): **American Government: Power and Purpose** - Lowi, Ginsberg, Shepsle & Ansolabehere

**PLEASE NOTE:** This course moves at a rapid pace, especially in the Spring Semester. There is a substantial reading load and students will be required to complete at least (6) research papers and/or essays.

**ADVANCED PLACEMENT PSYCHOLOGY-#2011**

Grade Level: Grades 11-12

Type of Examination: AP Examination

Units of Credit: 1 Credit (Can be used as a Social Studies Elective or a fourth year science elective)

Description: AP Psychology will introduce students to the systematic and scientific study of behavior. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. Topics to be studied include methods of research, the biological basis of behavior, sensation and perception, states of consciousness, learning, motivation and emotion, developmental psychology, and personality theory.

Text(s): **Psychology** - David Myers

Course Requirements: Projects, tests and quizzes. This course culminates in an AP Exam in the Spring.

**PLEASE NOTE:** This course moves at a rapid pace and includes multiple assignments of substantial length and depth. Students are required to read approximately 1500 pages of text and related articles throughout the year.

**PSYCHOLOGY-#2031**

Grade Level: Grades 10-12

Type of Examination: Projects, tests, personal case studies

Units of Credit: 0.5 Credit

Description: This semester course is designed to increase self-awareness through the application of psychological concepts to students' lives. Topics examined include scientific methodology, the nature of being human, developmental theories of personality, coping mechanisms, social influences on perspective and behavior, disorders, and therapies. Students should be prepared to ask questions about life and themselves

Course Requirements: Class discussion, projects focused on students' own lives, periodic tests and quizzes, personal case studies.

**HISTORY OF NYC-#2433**

Grade Level: Grades 9-12

Prerequisite: None

Units of Credit: 0.5 Credit

Description: The History of New York City will follow the chronological development and growth of New York City, while exploring visual, anecdotal, and historical evidence. An interactive examination of major landmarks will be used as a vehicle to explore these developments. The class will take several full-day experiential trips into New York City on Saturdays and Sundays. A variety of instructional techniques will be employed. This course will be literature intensive, requiring the students to read nightly. Readings will be discussed in class. Students will be expected to participate in and lead discussions as well as keep detailed journals of reading and class discussions. Essentially we will ask, "What happened in the past that makes New York City what it is today?" and then we will see it first hand.

**CURRENT INTERNATIONAL ISSUES-#2437**

Grade Level: Grades 10-12

Type of Examination: Project Presentations

Units of Credit: 0.5 Credit

Description: This course is designed for students who have a strong interest in examining current international issues as they unfold on a daily basis. Students will evaluate issues from a multitude of perspectives including economic and political vantage points as well as how ideas are presented by the media, government and through education both at home and abroad. In the process, students will develop the critical thinking skills required for discerning a personal worldview from an abundance of available information.

Course Requirements: Student evaluation will be based on class participation, daily research write-ups, project presentations and argumentative essays.

# MATHEMATICS

7th Grade	8th Grade	9th Grade	10th grade	11th grade	12th grade
Math 7 with Lab	Math 8 with Lab	Algebra I with Lab	Topics in Geometry	Algebra IIA	Algebra II B
Math 7	Math 8	Algebra I	Geometry	Algebra II	Precalculus
Math 7 Enriched	Accelerated Algebra I	Honors Algebra I	Honors Geometry	Honors Algebra II/ Precalculus	AP Calculus AB
	Honors Algebra I				AP Calculus BC
		<b>Electives</b>	<b>Electives</b>	<b>Electives</b>	<b>Electives</b>
		Intro to Computer Science	Intro to Computer Science	Intro to Computer Science	Intro to Computer Science
			AP Computer Science Principles	AP Computer Science Principles	AP Computer Science Principles
				AP Computer Science A	AP Computer Science A
				AP Statistics	AP Statistics
	Student placement within these levels will be evaluated yearly for each student. Level changes will be determined based on the criteria available within the curriculum bulletin.				

**MATH 7-#3731**

*Type of Examination:* Final Examination

**Prerequisite:** Elementary School Mathematics

**Description:** Students enrolled in this course study the four basic operations and the properties of numbers within the sets of integers and rational numbers. Other topics include problem-solving strategies, the solution of linear equations and inequalities, statistics/probability, surface area/volume, measurement, and ratios/proportions/percent. Real world applications and the Common Core Learning Standards will be emphasized throughout the year.

**Text(s): Big Ideas Math (Red Book) - Houghton Mifflin**

**MATH 7 WITH LAB-#3741**

Type of Examination: Final Examination

**Prerequisite:** Elementary School Mathematics

**Description:** Students enrolled in this course study the four basic operations and the properties of numbers within the sets of integers and rational numbers. Other topics include problem-solving strategies, the solution of linear equations and inequalities, statistics/probability, surface area/volume, measurement, and ratios/proportions/percent. Real world applications and the Common Core Learning Standards will be emphasized throughout the year. Students enrolled in this course will be provided a lab period(s) each eight day cycle to best support their academic needs.

Text(s): **Big Ideas Math (Red Book) - Houghton Mifflin**

**MATH 7 ENRICHED-#3721**

Type of Examination: Final Examination

**Prerequisite:** Elementary School Mathematics, placement in this course is determined based on a student's performance in elementary school mathematics and the performance on a placement test.

**Description:** This course provides an in-depth study of the topics presented in the Math 7 curriculum with enrichment. Real-world applications and the Common Core Learning Standards will be emphasized throughout the year.

Text(s): **Big Ideas Math (Red Book) - Houghton Mifflin**

**PLEASE NOTE:** This rigorous course requires integration and application of concepts. Students may need to devote additional time and effort to daily homework and review.



**MATH 8-#3831**

Type of Examination: Final Examination

Prerequisite: Math 7 (Course #3731)

Description: Students enrolled in this course study operations with rational numbers, solving first degree equations and inequalities with one variable, polynomials, graphing linear equations, and basic concepts of geometry (including transformational geometry). Statistics and probability are also studied. Real world applications and the Common Core Learning Standards will be emphasized throughout the year.

Text(s): **Big Ideas Math (Blue Book) - Houghton Mifflin**

**MATH 8 WITH LAB-#3831**

Type of Examination: Final Examination

Prerequisite: Math 7 (Course #3741)

Description: Students enrolled in this course study operations with rational numbers, solving first degree equations and inequalities with one variable, polynomials, graphing linear equations, and basic concepts of geometry (including transformational geometry). Statistics and probability are also studied. Real world applications and the Common Core Learning Standards will be emphasized throughout the year. Students enrolled in this course will be provided a lab period(s) each eight day cycle to best support their academic needs.

Text(s): **Big Ideas Math (Blue Book) - Houghton Mifflin**

**ACCELERATED ALGEBRA I-#3821**

Grade: 8

Type of Examination: Algebra I Regents Exam

Prerequisite: Math 7(#3731) or Math 7 Enriched (3721), placement in this course is determined based on a student's performance in 7th grade mathematics

Description: This course provides a detailed study of the essential algebraic strands outlined in the Common Core Learning Standards. The topics include operations with polynomials, rational and irrational numbers, linear, absolute value and exponential functions, relations, linear inequalities, factoring and quadratic equations. Systems of linear equations and systems of linear-quadratic equations with two variables are explored algebraically and graphically. Both univariate and bivariate data analysis procedures are investigated.

Text(s): **Algebra I - Common Core - Pearson**

**PLEASE NOTE:** This rigorous course requires integration and application of concepts. Students may need to devote additional time and effort to daily homework and review.

**ALGEBRA I-#3131**

Grade: 9

Type of Examination: NYS Regents Exam for Algebra I

Prerequisite: Math 8 (#3831)

Units of Credit: 1 Credit

Description: This course provides a detailed study of the essential algebraic strands outlined in the Common Core Learning Standards. The topics include operations with polynomials, rational and irrational numbers, linear, absolute value and exponential functions, relations, linear inequalities, factoring and quadratic equations. Systems of linear equations and systems of linear-quadratic equations with two variables are explored algebraically and graphically. Both univariate and bivariate data analysis procedures are investigated.

Text(s): **Algebra I – Common Core - Pearson**

**ALGEBRA I WITH LAB-#3141**

Grade: 9

Type of Examination: NYS Regents Exam for Algebra I

Prerequisite: Math 8 (#3841)

Units of Credit: 1 Credit

Description: This course provides a detailed study of the essential algebraic strands outlined in the Common Core Learning Standards. The topics include operations with polynomials, rational & irrational numbers, linear, absolute value & exponential functions, relations, linear inequalities, factoring & quadratic equations. Systems of linear equations and systems of linear-quadratic equations with two variables are explored algebraically and graphically. Both univariate and bivariate data analysis procedures are investigated. Students enrolled in this course will be provided with a lab period(s) each eight-day cycle to best support their academic needs.

Text(s): **Algebra I – Common Core** - Pearson

**ACCELERATED HONORS ALGEBRA I-#TBD**

Grade: 8

Type of Examination: NYS Regents Exam for Algebra I

Prerequisite: Math 7 Enriched (3721), placement in this course is determined based on a student's performance in 7th grade mathematics

Units of Credit: 1 Credit

Description: Honors Algebra provides an extensive study of the topics presented in the Algebra I curriculum with enrichment.

Text(s): **Exercises in Elementary Algebra** - Venture Publishing  
**Algebra I – Common Core** - Pearson

**PLEASE NOTE:** This rigorous course requires integration and application of concepts. Students may need to devote additional time and effort to daily homework and review.

**HONORS ALGEBRA I-#3121**

Grade: 9

Type of Examination: NYS Regents Exam for Algebra I offered in January and Final Examination in June

Prerequisite: Math 8H (Course #3821) and satisfaction of the “Criteria for Continuation in Honors Level Courses.”

Units of Credit: 1 Credit

Description: Honors Algebra provides an extensive study of the topics presented in the Algebra I curriculum with enrichment. Additional topics include the study of equations with three variables, matrices, direct and inverse variation, conic sections, and formal logic. Radical equations are studied along with quadratic inequalities.

Text(s): **Exercises in Elementary Algebra** - Venture Publishing  
**Algebra I – Common Core** - Pearson

**PLEASE NOTE:** This rigorous course requires integration and application of concepts. Students may need to devote additional time and effort to daily homework and review.

**GEOMETRY-#3231**

Type of Examination: Final Examination

Prerequisite: Algebra I (#3131)

Units of Credit: 1 Credit

Description: This course provides a detailed study of the essential geometric strands outlined in the Common Core Learning Standards. The course explores concepts algebraically, geometrically and graphically. The topics include logic, Euclidean geometry, parallel lines, quadrilaterals, geometry of a circle and coordinate geometry. Right triangles, constructions and locus theorems are also studied. The

## MATHEMATICS

concepts of congruence and similarity are examined. Proofs are emphasized in logic, Euclidean geometry, and in coordinate geometry.

Text(s): **Unified Mathematics, Book 2** - Houghton Mifflin

### TOPICS IN GEOMETRY-#3241

Type of Examination: Final Examination

Prerequisite: Algebra I with Lab(#3141)

Units of Credit: 1 Credit

Description: This course provides a detailed study of the essential geometric strands outlined in the Common Core Learning Standards. The course explores concepts algebraically, geometrically and graphically. The topics include logic, Euclidean geometry, parallel lines, quadrilaterals, geometry of a circle and coordinate geometry. Right triangles, constructions and locus theorems are also studied. The concepts of congruence and similarity are examined. Proofs are emphasized in logic, Euclidean geometry, and in coordinate geometry.

Text(s): **Unified Mathematics, Book 2** - Houghton Mifflin

### HONORS GEOMETRY-#3221

Type of Examination: Final Examination

Prerequisite: Honors Algebra I (Course #3121) and satisfaction of the “Criteria for Continuation in Honors Level Courses.”

Units of Credit: 1 Credit

Description: Honors Geometry provides a comprehensive study with enrichment of the topics studied in the Geometry curriculum, outlined in the Common Core Learning Standards. Concepts are explored numerically, algebraically, geometrically and graphically. The course discusses Euclidean geometry in a unified format, integrating plane and solid geometry. Euclidean, inequality, similarity and coordinate geometry proofs are examined directly and indirectly. Three dimensional proofs are also explored.

Text: Geometry - Addison Wesley

**PLEASE NOTE:** This rigorous course requires integration and application of concepts. Students may need to devote additional time and effort to daily homework and review.

### ALGEBRA II-#3331

Type of Examination: Final Exam

Prerequisite: Geometry (#3231)

Units of Credit: 1 Credit

Description: This course provides a detailed study of the essential advanced algebra and trigonometry topics outlined in the Common Core Learning Standards. This integrated course in algebra and trigonometry includes the following topics: functions, radicals, quadratic equations, compositions and inverses of functions, the six trigonometric functions (including graphs and applications), transformations, and complex numbers. Other topics include conic sections, probability, sequences and series, and statistics.

Text(s): **Algebra 2** - Pearson

### ALGEBRA II A-#3341

Type of Examination: Final Examination

Prerequisite: Topics in Geometry (#3241) {formally Algebra I B/Geometry}

Units of Credit: 1 Credit

Description: This course along with Algebra II B, covers the Algebra II curriculum, extended over a two year period. Topics include the real numbers, quadratic equations, radicals, complex numbers, functions, transformations, and geometry of the circle.

Text(s): **Algebra 2** - Pearson

**HONORS ALGEBRA II / PRE-CALCULUS-#3321**

Type of Examination: Final Examination

Prerequisite: Honors Geometry (Course #3221) and satisfaction of the “Criteria for Continuation in Honors Level Courses.”

Description: Honors Algebra II/Pre-Calculus provides an intensive, theoretical study of algebra, trigonometry and pre-calculus, extending students’ understanding of functions to include inverse, trigonometric, polynomial, exponential and logarithmic functions. Complex numbers, conic sections, sequences and series, polar coordinates, and vectors, statistics, probability and limits will also be studied. Students will use mathematics to model and make sense of problem situations.

Text(s): **Advanced Mathematics** - McDougal-Littell

**PLEASE NOTE:** This rigorous course requires integration and application of concepts. Students may need to devote additional time and effort to daily homework and review.

**PRE-CALCULUS-#3431**

Type of Examination: Final Examination at teacher’s discretion

Prerequisite: Algebra II (#3331)

Units of Credit: 1 Credit

Description: This course builds on the fundamental concepts studied in Algebra I, Geometry and Algebra II and provides the prerequisite knowledge and understanding for future success in a college-level calculus course. Topics include polynomial, rational, radical, trigonometric, logarithmic, and exponential functions, conic sections, polar coordinates, sequences, series and limits.

Text(s): **Precalculus Mathematics: A Graphing Approach** - Addison-Wesley

**ALGEBRA II B-#3441**

Type of Examination: Final Examination at teacher’s discretion

Prerequisite: Algebra II A (#3341)

Units of Credit: 1 Credit

Description: The course along with Algebra II A covers the Algebra II curriculum extended over a two year period. Topics include trigonometric functions, trigonometric equations, trigonometric identities, logarithmic and exponential functions, statistics, probability, and binomial expansion.

Text(s): **Algebra 2** - Pearson

**INTRODUCTION TO COMPUTER SCIENCE-#3415**

Type of Examination: Final Examination - Teacher’s discretion

Prerequisite: STEAM 8 (#6832)

Units of Credit: 0.5 Credit

Description: This semester-long course is intended to be hands-on, thought provoking and will teach students how to read, speak and think like a computer scientist. The course will cover the fundamentals of programming through different media, and allow for the creation of functional programs. The course will also introduce skills involving cell functions, error-checking, data validation and manipulation, and analysis. Lastly, the course will give a basic understanding in how to write beginner code in HTML, CSS, and Python.

**ADVANCED PLACEMENT CALCULUS - AB \*-#3411**

Type of Examination: AP Examination

Prerequisite: Honors Algebra II/Precalculus or Precalculus.

Units of Credit: 1 Credit

Description: This course is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus.

Text(s): **Calculus for AP: A Complete Course** - Stewart & Kokoska



**ADVANCED PLACEMENT CALCULUS - BC \*-#3412**

Grade: 12

Type of Examination: AP Examination

Prerequisite: Honors Algebra II/Precalculus and satisfaction of the “AP Calculus BC Placement Criteria.”

Units of Credit: 1 Credit

Description: This course is designed to be the equivalent to both first and second semester college calculus courses.

Text(s): **Calculus for AP: A Complete Course** - Stewart & Kokoska

**ADVANCED PLACEMENT STATISTICS \*\*-#3414**

Grades: 11-12

Type of Examination: AP Examination

Prerequisite:

Units of Credit: 1 Credit

Description: This elective is a full-year course immersing students in the basic principles of descriptive statistics. Emphasis is on the application of statistical techniques to real-world situations, while combining mathematical problem solving with written analysis of work. Both the computer and the graphing calculator are integral to the course. The AP Statistics course also looks at the principles of hypothesis testing and inferential statistics, including confidence intervals, tests of significance, and statistics in decision-making. We draw problems from the biological and physical sciences, political science, and sociology fields. Student-designed projects, based on the statistical procedures, constitute important components of the course.

Text(s): **Stats: Modeling the World** – AP Edition – Bock, Velleman & DeVeaux

**ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES\*-#3416**

Grade: 10 - 12

Type of Examination: AP Examination

Prerequisite: Minimum grade of B– in either Introduction to Computer Science #4419 , Geometry #3231, or Honors Geometry #3221.

Units of Credit: 1

Description: AP Computer Science is designed to be the equivalent of a first-year college level course. It will introduce and further students’ knowledge of the fundamentals of computing and the creative aspects of programming. Students will cultivate their understanding of computer science through data manipulation while exploring big concepts like abstraction, algorithms, the structure of the internet, programming, and the global impact of computing.

**ADVANCED PLACEMENT COMPUTER SCIENCE A\* - #3415**

Grade: 11 - 12

Type of Examination: AP Examination

Prerequisite: Minimum grade of B– in either Introduction to Computer Science, Geometry, or Honors Geometry.

Units of Credit: 1

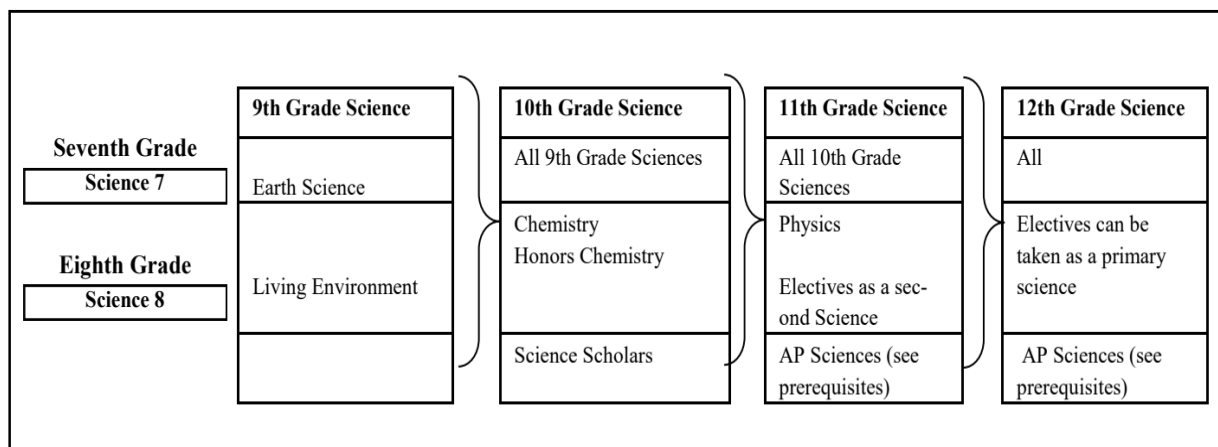
Description: This course is designed to be the equivalent of a first-year college level course. It provides an introduction to problem-solving using computers and learning to program using Java. The design of computer programs is used as a context for other important aspects of computer science, including the development and analysis of algorithms, the use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. Students will also learn to read and understand a large program consisting of several classes and interacting objects by using the AP Case Study GridWorld. Other topics covered are literals, constants, variables, data types, iteration, arrays, strings, recursion, classes and object-oriented programming.

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**Text: Java Software Solutions for AP Computer Science**, 3rd Edition - Lewis, Loftus, Cocking

**\*PLEASE NOTE:** These college-level courses are extremely rigorous and require integration and application of abstract concepts. Students may need to devote additional time and effort to daily homework and review.

## SCIENCE



### SCIENCE 7-#4731

**Description:** The curriculum of this course integrates life, environmental and physical sciences. Different learning styles are accommodated through activities that invite students to explore, explain and evaluate. Learning strategies are incorporated to strengthen writing and problem-solving skills and develop higher-order thinking skills.

**Text:** **Prentice-Hall-Science Explorer: Cells and Heredity**-Donald Cronkite, Ph.D. & **Prentice-Hall-Science Explorer: From Bacteria to Plants** - Jan Jenner, Ph.D.

**Course Requirements:** Quizzes, unit tests, reports, projects and labs.

### SCIENCE 8-#4831

**Prerequisite:** Science 7

**Description:** Science 8 is an introduction to physical science which includes a study of both chemistry and physics. It is laboratory-based and uses math skills to evaluate data. It includes a study of mass and volume, characteristic properties of solids, liquids and gases, atoms and the periodic table, solubility, separation techniques for mixtures, laws of motion, forces, magnetism, study of waves and applications of these concepts to the real world.

**Text(s):** **Introductory Physical Science, 8th Edition**, Haber-Schaim, **Force, Motion and Energy**, Haber-Schaim, et al., **Physical Science, Science Explorer**, Frank, Jones, et al.

**Course Requirements:** Lab work, reports, tests and quizzes.

### PHYSICAL SETTING: EARTH SCIENCE-#4131

**Grade:** 9 - 12

**Type of Examination:** Regents

**Unit(s) of Credit:** 1

**Description:** Earth Science is a Regents course which explores the principles of astronomy, meteorology, and geology. Problem solving skills are emphasized and graphing analyses of geo-physical concepts are incorporated into the curriculum. This course relates the curriculum to the environmental issues of today. At least thirty lab exercises and demonstrations in weekly lab periods are included in addition to daily classes.

**Text(s):** **Earth Science: The Physical Setting** by Thomas McGuire; Perfection Learning, 2nd Edition. Workbook: **Earth Science Reference Tables Workbook**, Topical Review Book Co. 4th Edition, **Earth Science Reference Tables** - N.Y.S. Regents

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Course Requirements: Lab activities are performed weekly. To qualify to take a Regents examination, a student must complete **1,200 minutes of laboratory experiences with satisfactory documented laboratory reports**. There are unit tests and quizzes.

### LIVING ENVIRONMENT: BIOLOGY-#4231

Grade: 9 - 12

Type of Examination: Regents

Unit(s) of Credit: 1

Description: Living Environment is a Regents course. Topics covered include: biochemistry and cellular processes, reproduction, genetics, evolution, human physiology, and ecology. At least thirty laboratory exercises and demonstrations in weekly lab periods are included in addition to daily classes.

Text(s): **Biology: New York State** - Miller and Levine

Course Requirements: Lab activities are performed weekly and require written reports. There are unit tests and quizzes.

### CHEMISTRY-#4331

Grade: 10 - 12

Type of Examination: Final Exam

Prerequisite: Living Environment: Biology

Units of Credit: 1

Description: Chemistry covers matter and energy, stoichiometry, atomic structure, periodicity, bonding, kinetics and equilibrium, acid-base theories, oxidation-reduction, and organic chemistry.

Text(s): **Chemistry**—Wilbraham, Staley, Matta & Waterman, **Chemistry Reference Tables**-N.Y.S. Regents

Course Requirements: Lab activities are performed weekly and require written reports. There are unit tests and quizzes.

### HONORS CHEMISTRY-#4321

Grade: 10 - 12

Type of Examination: Final Exam

Prerequisite: Living Environment: Biology with an average grade of 92 for the first two quarters

Units of Credit: 1

Description: The honors section provides an in-depth study of the topics presented in Chemistry. This course focuses on more independent and analytical problem solving.

Text(s): **Chemistry**—Wilbraham, Staley, Matta & Waterman

Course Requirements: Lab activities are performed weekly and require written reports. There are unit tests and quizzes.

### PHYSICS-#4431

Grade: 11 - 12

Type of Examination: Final Exam

Units of Credit: 1

Description: Physics is a course aimed at gaining insight into the physical laws of science that govern everyday phenomena. It includes the basic units of mechanics, electricity and magnetism, light, sound, and modern physics.

Text(s): **Physics Principles and Problems**, Zitzewitz, et al., **Physics Reference Tables** - N.Y.S. Regents

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Course Requirements: Lab activities are performed weekly and require written reports. There are unit tests and quizzes.

### ADVANCED PLACEMENT BIOLOGY-#4411

Grade: 11 - 12

Type of Examination: AP Examination

Prerequisite: Living Environment and Chemistry with a minimum course grade of “B” in both.

Units of Credit: 1

Description: AP Biology is designed to be the equivalent of a two-semester college introductory class. The course focuses on enduring, conceptual understandings and the content that supports them. The four key concepts are evolution, energy utilization, information integration, and interactions. Primary emphasis is on inquiry-based learning and the development of reasoning skills.

Text(s): **The Principle of Life (1st Ed.)** – Hillis

Course Requirements: AP Exam in Biology

**PLEASE NOTE:** This college-level course is rigorous and students should expect to devote a significant amount of time and effort to master its content.

### ADVANCED PLACEMENT CHEMISTRY-#4413

Grade: 11 - 12

Type of Examination: AP Examination

Prerequisite: Two years of science (one of which must be Chemistry), with a minimum course grade of “B” in both.

Units of Credit: 1

Description: AP Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first year of college. Topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics are presented in considerable depth. The course aims to provide students with the ability to solve problems and express their ideas with clarity and logic. Students should attain a depth of understanding of the fundamentals of chemistry and a reasonable competence in dealing with chemical problems.

Text(s): **Chemistry-The Central Science (13th Ed.)** -Brown, LeMay, Burstein

Course Requirements: AP exam in Chemistry

**PLEASE NOTE:** This college-level course is rigorous and students should expect to devote a significant amount of time and effort to master its content.

### ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE-#4410

Grade: 11-12

Type of Examination: AP Examination

Prerequisite: Two years of science with a minimum course grade of “B” in both.

Units of Credit: 1

Description: AP Environmental Science is designed to be the equivalent of a first-year college-level course. It provides the student with the opportunity to explore and investigate the interrelationships of the natural world, identify and analyze environmental problems, both natural and human-made, evaluate the relative risks associated with these problems and examine alternative solutions for resolving and/or preventing them. Students will participate in hands-on, laboratory and field investigations to apply scientific principles, concepts and methodologies in order to better understand our natural systems and to think critically about environmental issues and potential solutions.

Text: **Environmental Science for AP 4th Edition**, Friedland & Relyea

Course Requirements: AP Exam in Environmental Science

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**PLEASE NOTE:** This college-level course is rigorous and students should expect to devote a significant amount of time and effort to master its content.

### ADVANCED PLACEMENT PHYSICS-#4415

Grade: 11 - 12

Type of Examination: AP Examination

Prerequisite: Two years of science with a minimum course grade of “B” in both.

Units of Credit: 1

Description: AP Physics is designed to be the equivalent of a first-year college-level calculus-based course. The course goal is to foster a strong conceptual understanding of foundational physics principles. Through primarily inquiry based learning, students will develop scientific critical thinking and reasoning skills. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. Knowledge of algebra and basic trigonometry is required.

Text(s): **Physics (9th Edition)** - Cutnell & Johnson, **Fundamentals of Physics (10th Edition)** -Halliday & Resnick

Course Requirements: AP Exam in Physics C: Mechanics

**PLEASE NOTE:** This college-level course is rigorous and students should expect to devote a significant amount of time and effort to master its content.

### SCIENCE SCHOLARS-#4421

Grade: 10 - 12

Units of Credit: Up to 2.5 credits

Description: Science Scholars is a two and a half year course starting for students in the 10th grade. The course enables students to conduct authentic and original scientific research in an independent manner, in a field of their choice. Students are required to find and to work in conjunction with adult mentor scientists and/or professionals within their field of research. Students must start the program in tenth grade, which includes a required summer reading assignment prior to tenth grade. Students must read 10-20 academic, peer reviewed papers as part of their classwork. 100 hours of lab/ research work is required each summer after 10th grade. Students will create a research paper, presentation poster and slides. Student work is presented to the community through area science fairs and at an annual symposium. Honors credit is given during junior and senior year.

Course Requirements: Coursework, quarterly presentations, summer reading and hands-on research, participation in science competitions, participation in Science Scholars Symposium.

### ASTRONOMY-#4435

**Will be offered in 2022-2023**

Grade: 11 - 12

Type of Examination: Final exam

Prerequisite: Three years of science, unless taken in 11th grade simultaneously with another science class.

Units of Credit: 0.5

Description: The course involves the study of ancient and modern astronomy and the use of astronomical techniques to acquire knowledge about the space surrounding the Earth. Topics include the geocentric view of the cosmos, constellations, the Apollo program, solar system exploration, stars, light, telescopes and structure and evolution of the Universe.

Text(s): **Project Star: The Universe in Your Hands**, Harvard Observatory

**NEUROSCIENCE-#4458*****Will be offered in 2022-2023***Grade: 11-12Type of Examination: NonePrerequisite: Three years of science, unless taken in 11th grade simultaneously with another science class.Units of Credit: 0.5

Description: Students will gain an understanding of the brain and its relationship with behavior. Students will learn the anatomy of the central and peripheral nervous system, the function of individual nerve cells and neurochemicals, and will learn how brain systems are integrated. Students will apply this knowledge to current issues of neuroscience including brain mapping, functional imaging, and disease states and will approach the question of the origin and purpose of consciousness. With this knowledge students will research and present a topic in neuroscience of their choosing.

Text(s): **Neuroscience**, Bear, Connors & Paradiso; **Neuroanatomy**, Lippincott, Williams & Wilkins**FORENSIC SCIENCE -#4438*****Will be offered in 2023-2024***Grade: 11 - 12Type of Examination: NonePrerequisite: Three years of science, unless taken in 11th grade simultaneously with another science class.Unit of Credit: 0.5

Description: Forensic science is the application of scientific knowledge to the law. The course will build on information gained from courses taken previously (earth science, biology, chemistry and physics) and will apply this background information in an effort to master the lab techniques used in solving crimes. The findings will be processed via extensive lab reports and chapter quizzes. Once all of the techniques have been mastered, students will complete a final project to create and then solve their own “crime” independently. Techniques will include the legal system, fingerprinting, hair and fiber analysis, toxicology, serology, collection of physical evidence and crime scene analysis. Lab reports on various experiments will be submitted throughout the course.

Text(s): **Forensic Science, 3rd Edition**, Barbara Ball**COMPARATIVE ANATOMY AND PHYSIOLOGY#4433*****Will be offered in 2023-2024***Grade: 11-12Type of Examination: NonePrerequisite: Three years of science, unless taken in 11th grade simultaneously with another science class.Units of Credit: 0.5

Description: Students will dissect and observe organisms in a progression from single-celled amoebas and paramecium, to hydra and daphnia, earthworms, grasshoppers, frogs, fetal pigs, and individual organs of larger mammals. Through visual and physical examination of a variety of different organisms, along with independent research, students will learn the similarities and differences among them. They will compare the adaptations of each group of organisms for respiration, circulation, excretion, digestion and nervous regulation. By examining the body systems of these organisms, students will see how mammals evolved into more complex organisms and how all organisms on Earth are related. The course is for students who would like to do dissections, are project-oriented and who like to work independently in a hands-on environment.

**CONTEMPORARY ISSUES IN SCIENCE-#4451**Grade: 9-12Type of Examination: Final Presentation/ProjectPrerequisite: Upon faculty recommendationUnit of Credit: 1

Description: The goal of this course is to engage students in scientific discovery and to develop scientific literacy skills. Students will explore contemporary issues in science, understand the relevance of science in their lives, and interact with text and current scientific topics. Students will utilize technology to gather and present information, conduct a journal review and evaluate varying positions on scientific issues.



## SCIENCE

Considerable focus will be placed on readings from selected scientific journals as well as major media and scientific publications.

### STEAM 7- PROJECT LEAD THE WAY-#6733

Description: By employing the Design Process, students will engage in two Project Lead The Way Units: Design and Modeling and Computer Science for Innovators and Makers. In **Design and Modeling**, students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy. **Computer Science for Innovators and Makers** allows students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects. Throughout the unit, students will learn about programming for the physical world by blending hardware design and software development. They will design and develop a physical computing device, or interactive art installation and plan and develop code for microcontrollers that bring their physical designs to life.

### STEAM 8- PROJECT LEAD THE WAY-#6832

Description: Automation and Robotics, App Creators, Flight & Space, Design and Modeling (see STEAM 7), and Computer Science for Innovators and Makers (see STEAM 7). In **Automation and Robotics**, students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as pull toys, windmills or an all terrain vehicle. **App Creators** exposes students to computer science by computationally analyzing and developing solutions to authentic problems through mobile app development. Students will customize their experience by choosing a problem that interests them from the areas of health, environment, emergency preparedness, education, community service, and school culture. **Flight and Space** exposes students to elements of both areas - in Flight, students get an understanding of the movement of an airplane and work together on experiments to understand the cause and effect of things that take place during flight. Students simulate work as a flight schedule - coming up with a flight plan and crew schedule.

### INTRODUCTION TO ENGINEERING-#6833

Grade: 9 - 12

Description: The curriculum of this course introduces students to engineering principles. They will be completing Project Based Learning activities. They will be using the design process to research and complete the curriculum. Students will be focusing on 3D modeling and technical drawings.

Text: Project Lead The Way Introduction to Engineering. Online textbook.

Course Requirements: Unit Tests, Portfolio, and Engineering Notebook.

## PHYSICAL EDUCATION/HEALTH

### PHYSICAL EDUCATION-

#8731 & #8831

Grades: 7 and 8

Description: In grades 7-8, emphasis is placed on skill development necessary for learning basic team sports in addition to physical fitness. The 7th grade curriculum is co-ed and starts off with orienting our students to our facility and campus. Instruction is given in ultimate football, soccer, gymnastics, basketball, fitness training, rhythmic activities, volleyball, pickleball, floor hockey, track & field, lacrosse, softball and tennis. The 8th grade curriculum is also co-ed and includes many of the activities listed above in greater depth. Instruction emphasizes strategy, tactics and skill development. It also includes football and wrestling for the boys and field hockey and aerobic dance for the girls. Intramurals are offered for grades 7 and 8 during their lunch period. Supervised activities are open to any student who wishes to participate.

### PHYSICAL EDUCATION-#8031

Grades: 9 - 12

Description: In grades 9-12, the students are offered a selection of team, dual and individual sports, chosen based on their interests, the season of the year, and the staff and facilities available. Unit offerings include the following team sports: soccer, football, lacrosse, volleyball, basketball, floor hockey, team handball, softball and cooperative games. Individual and/or dual activities include: archery, golf, badminton, fencing, tennis, paddleball, dance, and fitness. Interscholastic programs are offered at the modified, JV and Varsity levels as an outgrowth of the required daily class program.

### HEALTH 7-#8732

Grade: 7

Description: Grade 7 Health Education is a multidisciplinary approach to bridging the gap between scientific health discoveries and the individual's practical application of these discoveries in daily life. Health involves one's physical, mental/emotional and social components. Learning opportunities are designed to favorably influence one's self-concept and health attitudes and promote practices which are conducive to individual development and health.

Text(s): **Lifetime Health** – Friedman, Stine and Whalen

### HEALTH 10-#8231

Grade: 9-10

Units of Credit: 0.5

Description: Health is a course that complies with the New York State health mandate. The course is designed to disseminate specific information, foster decision-making, and heighten self-awareness. Media, guest speakers, selected readings and journal writing provide background and discussion stimuli for the class.

Units of study include:

- 1) Drug Education
- 2) Alcohol Education
- 3) Disease Prevention
- 4) Human Sexuality/Family Living
- 5) Child Development/Parenting
- 6) Environmental Education
- 7) Personal Safety/First Aid
- 8) Mental Health
- 9) Consumer Education
- 10) Media Literacy
- 11) Nutrition

Text(s): Reading & Multimedia Information from Edgemont's Online Library System and Selected Web Sites

**NUTRITION-#8901**

Grades: 9-12

Units of Credit: 0.5

Description: Students will understand basic nutrition to make healthy eating choices into life-long habits. Students will learn the effect of foods on their brain, body, and overall health. Students will learn how the body uses fats, carbohydrates and protein, and how much of each macronutrient should be consumed. Students will plan meals and learn how to shop for healthy eating. Students will set their own lifestyle goals and learn how to achieve them. One objective of this course is that the students will be able to apply their learned knowledge of nutrition and the composition of foods to make healthy food choices when grocery shopping. Furthermore, they will be able to use these nutrient dense foods to cook and prepare quality meals throughout their day to maximize their health and well-being. Another object for this course is for students to have a solid grasp of not only what they are eating but when and how much of it they should be consuming. Students will participate in discussions, projects, and group activities.

**FIRST AID, CPR, AND AED FOR THE WORKPLACE,SCHOOL AND COMMUNITY-#8032**

Grades: 9-12

Units of Credit: 0.5

Description: Through hands-on training and lecture, students will learn how to administer first aid and CPR and how to use an automatic electronic defibrillator (AED) according to guidelines published by the American Red Cross. Students who pass the final exam and elect to pay an additional administrative fee required by the American Red Cross may receive official certification in these three areas.

**PERFORMING ARTS:**

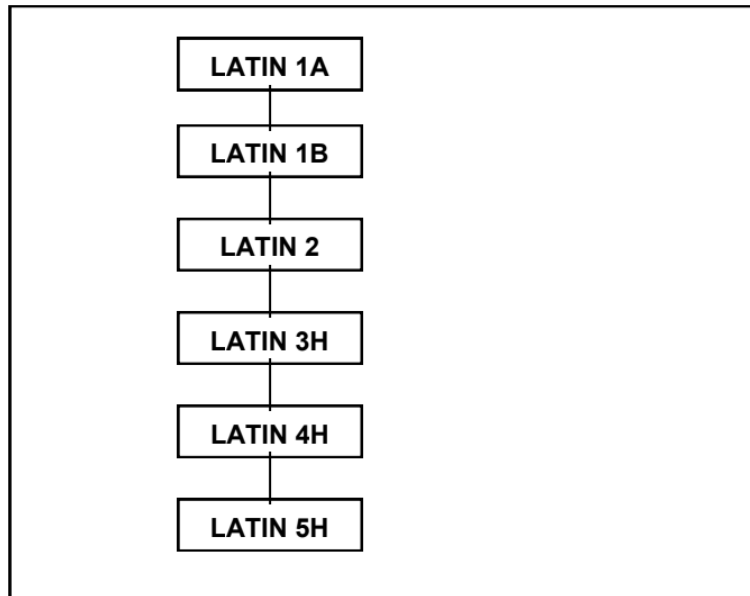
**DANCE-#6440**

Grades: 9-12

Units of Credit: 0.5

Description: Students will learn various forms of dance such as Jazz, Hip Hop, Theatrical (Broadway-style dance), Lyrical, Ballet, Multicultural dance and more. Students will learn movement and rhythm by using proper form and technique and will work with peers on various styles of dance and choreography. Students will learn proper dance terminology and will choreograph and perform routines. A focus is on living a healthy lifestyle both mentally and physically.

## LATIN

**LATIN 7/1A**

#5732/5132

Grades: Mixed

Type of Examination: Final examUnits of Credit: 1Description: This is an introductory course in Latin with the following objectives:

1. to begin a study of the vocabulary and structure of the Latin language
2. to compare the structure of Latin and English to enhance knowledge of both languages
3. to expand students' vocabulary by studying English derivatives of Latin
4. to develop skills that will facilitate the study of another world language
5. to learn about daily life in ancient Rome

Students learn to understand, read and write Latin using a combination of textbook and teacher produced materials. The skills of aural comprehension and speaking are not stressed, but some spoken Latin will be utilized in class. The emphasis of linguistic instruction is on accurately reading, understanding, and translating Latin into proper English.

Text(s): **Ecce Romani I:** Gilbert Lawall**LATIN 8/1B**

#5832/5232

Grade: MixedType of Examination: Final examUnit of Credit: 1Description: This is a continuation course designed to fulfill the objectives established for Latin 7.

Students learn to understand, read, and write Latin. The pace of grammatical instruction increases throughout the year. Attention to accurately reading, understanding, and translating Latin into proper English continues to be the focus of linguistic instruction. Reading passages focus on cultural topics and students gain knowledge

about the ancient world as they practice their Latin reading and translating skills.

Text(s): Ecce Romani I and IIa: Gilbert Lawall

**LATIN 2-#5135**

Grades: 9 - 12

Type of Examination: Final exam

Prerequisite: Latin 1B

Units of Credit: 1

Description: The remaining grammatical structures of Latin will be covered. Students will make the transition from textbook Latin to original prose. The second half of the year will focus on learning Roman history by reading and translating passages from the Breviaria by Eutropius, a Roman historian.

Text(s): **Ecce Romani IIa**

Selected Passages from a variety of ancient authors.

**LATIN 3H\*-#5222**

Grades: 10 - 12

Type of Examination: Final Exam

Prerequisite: Latin 2 with a minimum grade of 92 and recommendation of department

Units of Credit: 1

Description: This course is a survey of Latin literature. Students will finish reading from the Breviaria by Eutropius and then move on to passages of prose and poetry from the late Republic and early Empire periods. Selections will be drawn from a variety of works by such authors as Cicero, Pliny, Martial, Ovid, Catullus and Horace.

Text(s): Selected works by various ancient authors

**LATIN 4H\*-#5322**

Grades: 11-12

Type of Examination: Final Project

Prerequisite: Latin 3H with a minimum grade of 92 and recommendation of department

Units of Credit: 1

Description: Latin 4 Honors is a comprehensive course designed for students who can handle difficult material. The curriculum will cover the prose selections from the College Board Advanced Placement Vergil and Caesar course. The AP selections will be supplemented with other passages from Caesar's De Bello Gallico as well as academic journal articles and textual analysis writing assignments. The course will emphasize interpretation and translation of the Latin narrative in the context of Caesar's conquest of ancient Gaul and the larger geopolitical situation in the Roman world during that time period. Students will be assessed through a combination of examinations of seen and sight passages as well as English essays that focus on textual analysis and related subjects.

Text(s): **De Bello Gallico of Caesar**

Course Requirements: Students are expected to stay current with assigned translation, participate fully in class discussions, and complete assignments fully and on time.

**LATIN 5H\*-#5422**

Grades: 12

Type of Examination: Final Project

Prerequisite: Latin 4H with a minimum grade of 92 and recommendation of department

Units of Credit: 1

Description: Latin 5 Honors is a comprehensive course designed for students who can handle difficult material. The curriculum will cover the poetry selections from the College Board Advanced Placement Vergil and Caesar course. The AP selections will be supplemented with other poems by Catullus and Horace as well as academic journal articles and textual analysis writing assignments. The course will emphasize interpretation and translation of the Latin epic and lyric styles from a poetic, historical, and cultural perspective. Students will be assessed through a combination of examinations of seen and sight passages as well as English essays that focus on textual analysis and related subjects. The poetry of

## WORLD LANGUAGES

Catullus and Horace will be presented during the second half of the year once the AP curriculum passages have been completed.

**Text(s): Aeneid of Vergil**

**Odes of Horace**

**Poems of Catullus**

**Course Requirements:** Students are expected to stay current with assigned translation, participate fully in class discussions, and complete assignments fully and on time.

**PLEASE NOTE:** These honors courses require a heightened level of responsibility and dedication from the student. Honors courses in the World Languages department are designed to run at an accelerated pace. Students should realize prior to entering the course that they will be responsible for taking an active part in their own learning. The time that a particular student is expected to dedicate to the course outside of class will vary from student to student; however one hour per night is a safe assessment. Every student and his/her parents are strongly encouraged to consider the time commitments required by the other courses in the student's anticipated schedule when choosing to take an honors-level language course.

## GREEK AND LATIN ROOTS OF ENGLISH-# 5522

**Grades:** 9-12

**Type of Examination:** Final Exam

**Unit of Credit:** .5

**Description:** This elective course is open to all students in grades 9-12. About 65% of English vocabulary derives from Latin and Greek (90% for the sciences); students will learn the etymology of English words by analyzing them and identifying their prefixes, roots, and suffixes. The syllabus covers inter alia (among other things) the history and origins of English; grammar; and vocabulary and terminology deriving from Latin and Greek in areas such as math, science, religion, philosophy, law, and the arts, to enhance reading comprehension and writing. Students of French, Spanish, and other Romance languages that evolve from Latin will also gain a greater understanding of vocabulary in those languages.

**Text:** **Greek and Latin Roots of English** - Tamara M. Green -and assorted classroom materials.



## WORLD MYTHOLOGY-# 5523

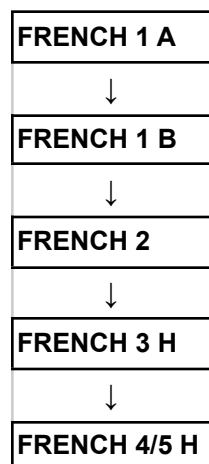
**Grades:** 9-12

**Unit of Credit:** .5

**Description:** This course will help students develop a deeper understanding of ancient mythology beyond the basic stories they may already know. Mythological stories from a wide range of cultures including Greco-Roman, Native American, African, Meso-American, East Asian, and others will be included in the course of study. Students will gain an appreciation for and gain insight into the cultures that created and celebrated these stories. By studying and discussing the structure of specific myths, students will improve their reading, writing, and critical thinking skills, and develop an increased understanding of the power of storytelling and narrative to explain the world around them. Students will also increase their knowledge, understanding, and appreciation of other cultures as they reflect on the course material. Finally, students will apply what they have learned by creating a new myth or crafting a new version of an ancient myth in the medium of their choice as their final project.

**Type of Examination:** Final Project

## FRENCH

**FRENCH 7/1A**

#5731/5131

Grade: MixedType of Examination: Final examUnits of Credit: 1

Description: Students learn to comprehend, speak, read and write French through the communicative approach. They work with a variety of materials based on authentic subjects and situations. Students also learn about France and other French-speaking nations. Grammar is presented in context. Additional vocabulary and culture are presented through film, music and audio-visual material. Students have the opportunity to create their own dialogues and paragraphs and present them orally.

Text(s): **Discovering French, Nouveau- Bleu—Valette**Course Requirements: Participation in class and completion of classwork, homework and assessments.**FRENCH 8/1B**

#5831/5231

Grade: MixedType of Examination: Final examPrerequisite: French 7/1AUnits of Credit: 1

Description: French 8/1B is a continuation of the French 7/1A program. Students continue to develop their listening, speaking, reading and writing skills. They practice their language skills using a variety of materials including a textbook, readings selections, films, Internet sites and audio-visual aids. Students learn about the geography and culture of France and other French-speaking countries.

Text(s): **Discovering French, Nouveau- Bleu - Valette**Course Requirements: Participation in class and completion of classwork, homework and assessments.**FRENCH 2-#5134**Grades: 9-12Type of Examination: Final examPrerequisite: French 8/1BUnits of Credit: 1

## WORLD LANGUAGES

**Description:** An intermediate-level course in which training in the four skills of language acquisition is continued. Reading passages of varying length and difficulty are included and fundamental grammatical structures are covered. An emphasis is placed on communication. The study of French culture is expanded as well through readings and audio-visual material. Students complete guided writing assignments and oral presentations.

**Text(s):** **Discovering French, Nouveau- Bleu** - Valette  
**Le Vol de la Joconde** - Amsco

**Course Requirements:** Participation in class and completion of classwork, homework and assessments. At this level, students are expected to communicate primarily in French.

### FRENCH 3H\* - #5221

**Grades:** Mixed

**Type of Examination:** Final Exam

**Prerequisite:** French 2 with minimum grade of 92

**Units of Credit:** 1

**Description:** French 3H provides a review and reinforcement of previously studied principles and content. Students also refine their skills as they study more complex vocabulary, verb tenses and grammatical structures. Students continuously practice their speaking, writing, reading and listening skills in class using a variety of materials including a textbook, short stories, poetry, newspaper and magazine articles, Internet sites and film.

**Text(s):** **Discovering French, Nouveau- Rouge** - Valette  
**Les aventures du petit Nicolas**- Sempé – Goscinny

**Course Requirements:** Students are expected to be able to follow spoken French at a conversational pace and to participate in class discussions. Grammatical work and compositions will be assigned on a regular basis.

### FRENCH 4H\* - #5321

**Grades:** Mixed

**Prerequisite:** French 3H

**Units of Credit:** 1

**Description:** Students will continue to study and refine their skills in aural comprehension, speaking, reading and writing on an advanced level. Listening comprehension is stressed through the study of movies, stories, and music. Emphasis is placed on building a larger working vocabulary through films and reading excerpts from literary works. Students learn culture through oral presentations based on authentic research. A thorough grammar review is undertaken and students learn more advanced grammar and verb tense which they incorporate in regular writing assignments of substantial length. Readings will be selected from short stories, articles, poems.

**Text(s):** **Cours Supérieur** - En Bonne Forme

**Course Requirements:** Students are expected to follow and to use spoken French exclusively in the classroom. Projects using written and spoken French will be assigned.

**\*PLEASE NOTE:** The honors courses require a heightened level of responsibility and dedication from the student. Honors courses in the World Languages department are designed to run at an accelerated pace. Students should realize prior to entering the course that they will be responsible for taking an active part in their own learning. The time that a particular student is expected to dedicate to the course outside of class will vary from student to student; however, one hour per night is a safe assessment. Every student and/her parents are strongly encouraged to consider the time commitments required by the other courses in the student's anticipated schedule when choosing to take an honors level language course.



## SPANISH

**SPANISH 7/1A**

#5733/5133

Grade: 7-12Type of Examination: Final examUnits of Credit: 1

Description: Students learn to understand, speak, read and write Spanish using a combination of textbook, workbook, CDs, DVDs, and visual aids. The skills of aural comprehension and speaking are stressed with emphasis placed on communication. Short guided paragraph and dialogue writing is begun and students present their work before the class. Vocabulary and grammatical structures are reinforced with music. An appreciation for Hispanic culture is developed.

Text(s): **En Español 1** - Gahala et. al.

Course Requirements: Short homework assignments and projects to reinforce class work. Written exams and vocabulary quizzes in each unit of study. Commitment to oral practice.

**SPANISH 8/1B**

#5833/5233

Grade: 8-12Type of Examination: Final examPrerequisite: Spanish 7/1AUnits of Credit: 1

Description: This course is the sequel to Spanish 7/1A. The development of skills in aural comprehension, speaking, reading and writing is stressed. Dialogues, skits and other presentational tasks are written by the students and presented to the class. Vocabulary building and the sequential study of basic grammatical principles are continued. Short guided compositions are written and supplementary readings are provided. Cultural information is integrated into the course.

Text(s): **En Español 1** - Gahala et. al.

Course Requirements: Much memorization of vocabulary, verbs and grammatical structures. The student is expected to be able to read, understand and discuss in Spanish the selections in the textbook. Short homework assignments and projects to reinforce class work. Commitment to oral practice.

## WORLD LANGUAGES

### SPANISH 2

#5231

Grades: 9-12

Type of Examination: Final exam

Prerequisite: Spanish 8/1B

Units of Credit: 1

Description: Spanish 2 is a continuation of Spanish 8/1B. Students continue to develop speaking, writing, listening and reading skills. The course presents a sequential study of vocabulary, verb tenses and grammatical structures. Students complete guided writing assignments and oral presentations.

Text(s): **En Español 2** - Gahala et. al.

Course Requirements: The course requires daily practice of vocabulary and verb conjugations. The student is expected to be able to read, understand and discuss in Spanish the selections in the textbook. Students complete regular homework assignments.

### SPANISH 3

#5233

Grades: 10-12

Type of Examination: Final Exam

Prerequisite: Spanish 2

Units of Credit: 1

Description: Spanish 3 provides a review and reinforcement of previously studied principles and content. Students also refine their skills as they study more complex vocabulary, verb tenses and grammatical structures. Students continuously practice their speaking, writing, reading and listening skills in class using a variety of materials including poetry, newspaper, magazine articles, Internet sites, videos and film.

Course Requirements: The student is expected to read, understand and converse in Spanish within the scope of the classroom experience. Daily homework assignments are given.

### SPANISH 3H\* -#5223

Grades: 10-12

Type of Examination: Final Exam

Prerequisite: Spanish 2 with a minimum grade of 92

Units of Credit: 1

Description: Spanish 3H is designed to allow students to further develop their proficiency in Spanish. Students will learn and practice speaking and writing in the past, present and future time frames. They will acquire vocabulary appropriate for this pre-AP level. They will also study cultural elements of the Spanish-speaking world. Students will be responsible for writing compositions and giving oral presentations, among other assignments, without the help of notes. Students are expected to contribute to class discussion each day and help create a dynamic learning environment.

Text(s): Selected materials from a variety of sources.

Course Requirements: Students are expected to understand and participate in activities conducted mainly in Spanish.

**SPANISH 4-#5331**

Grade: Mixed

Prerequisite: Spanish 3

Units of Credit: 1

Description: Students will continue to study and refine their skills in listening comprehension, speaking, reading and writing. Listening comprehension is stressed through the study of movies, stories and music. Emphasis is placed on building a larger working vocabulary through films and reading excerpts. Images often accompany vocabulary as a strategy for acquisition and retention. Students learn about some cultural elements of the Spanish-speaking world. Continued practice narrating in the past, present and future is emphasized. Readings are created by the instructor.

Text(s): Selected works from various sources.

**SPANISH 4H\*-#5323**

Grade: 11

Type of Examination: Final Exam

Prerequisite: Spanish 3H with a minimum grade of 92

Units of Credit: 1

Description: The course focuses on the continued development of the four skills (reading, writing, speaking and listening). Students analyze short stories, read newspaper and internet articles, broaden vocabulary, listen to authentic audio samples, write compositions, give oral presentations and sharpen their grammar skills. Popular Spanish music is also used to examine grammar and vocabulary throughout the year. This class serves as an important Pre-AP level prior to the 5H class.

Texts: Conexiones, transcripts from authentic news reports and articles

Course Requirements: Highly developed skills are necessary to enable students to produce quality spoken and written Spanish. Students should be able to understand and participate in a class conducted entirely in Spanish. The expectation is that all communication be in Spanish as well, including informally, with classmates and the teacher.

**SPANISH 5-#5433**

Grades: Mixed

Prerequisite: Spanish 4

Units of Credit: 1

Description: This course is a continuation of Spanish 4 and may be combined with Spanish for Communication E in certain years. Students will continue to develop their proficiency in the language through reading, writing, speaking and listening. Students learn about significant people from the Spanish-speaking world who have made contributions to society while overcoming barriers. Students learn grammar concepts and vocabulary through these stories.

Texts: Selected works from various sources.

**SPANISH 5H\*-#5423**

Grade: Mixed

Prerequisite: Spanish 4H with a minimum grade of 92

Type of Examination: AP Spanish Language Examination

Units of Credit: 1

Description: This is an advanced Spanish course for students who have a strong knowledge of Spanish grammar and who are ready to challenge themselves with the Spanish language. The course is structured around six global themes and reading, writing, listening and speaking activities. Students will work on formal writing by composing emails and by using authentic resources to defend a thesis. They will also record numerous speaking samples. Students will complete an in-depth study of one Spanish speaking

## WORLD LANGUAGES

country throughout the year resulting in formal presentations. Students will also follow current events for this country. Students in this course will have the option of taking the Advanced Placement Language exam. Extra practice will be offered outside of class to hone the specific skills required for the exam.

Text(s): Electronic media (audio and print), film, literature

**\*PLEASE NOTE:** The honors courses require a heightened level of responsibility and dedication from the student. Honors courses in the World Languages department are designed to run at an accelerated pace. Students should realize prior to entering the course that they will be responsible for taking an active part in their own learning. The time that a particular student is expected to dedicate to the course outside of class will vary from student to student; however, one hour per night is a safe assessment. Every student and/her parents are strongly encouraged to consider the time commitments required by the other courses in the student's anticipated schedule when choosing to take an honors level language course.



## MUSIC

## FINE/PERFORMING ARTS

### **BAND 7-8-#6850**

Grades: 7 and 8

Description: This is a full-year elective that continues the program of instrumental music instruction provided in the elementary schools. Students who wish to begin a band instrument should contact the instrumental music teacher. Students are required to participate in concerts as well as follow a prescribed course of study on their individual instruments as part of this course.

### **CHORUS 7-8 -#6851**

Grades: 7 and 8

Description: This is a full-year elective designed to cultivate the enjoyment of singing while developing skills needed for more advanced choral work. Basic ideas in singing and fundamentals of voice production will be taught in addition to techniques of music reading. Students are required to participate in concerts as part of this course. Per New York State School Music Association (NYSSMA) regulations, students wishing to be considered/audition for All-County, Area All-State, and All-State ensembles must be members in good-standing of their corresponding school music ensemble, both at the time of their audition AND the time of the festival in order to participate. Attendance at winter/spring concerts is mandatory.

### **ORCHESTRA 7-8-#6852**

Grades: 7 and 8

Description: This is a full-year music elective that continues the program of instrumental music instruction on violin, viola, cello, and bass provided in the elementary schools. Students participate in full group rehearsals 3 days per cycle (tentative) as well as small group lessons once per cycle to learn new repertoire and continue developing techniques required for performance on their individual instruments. Students who wish to begin a new string instrument should contact the instrumental music teacher before registering. Junior High Orchestra students are required to participate in concerts as well as follow a prescribed course of study on their individual instruments as part of this course. Per New York State School Music Association (NYSSMA) regulations, students wishing to be considered for All-County ensembles must be members in good-standing of their corresponding school music ensemble, both at the time of their audition AND the time of the festival in order to participate.

### **MUSIC 7-#6732**

Grade: 7

Description: A required half-year course in which students are encouraged to pursue all areas of music. A basic knowledge of written musical skills is taught and music is discussed in terms of developments in both vocal and instrumental music from medieval times to the present day. Class participation and practical learning are essential.

### **BAND 9-12-#6860**

Grade: 9-12

Prerequisite: **Junior High Band or permission of instructor**

Units of Credit: 1 credit is granted only after satisfactory performance participation in at least two concerts per year.

Description: This course for advanced instrumentalists offers one credit for satisfactory participation. Special groups meet on a weekly basis including clarinet ensemble, saxophone quartet, flute quartet, percussion ensemble and brass ensemble. The wind ensemble meets one evening per week and is a small

## **MUSIC**

## **FINE/PERFORMING ARTS**

group which concentrates on symphonic band literature. This group is open by audition only. Stage band also meets one evening per week and focuses on music of the Big Band era and popular idioms. All groups perform at least twice per year with the smaller ensembles featured at chamber music concerts. Attendance at winter/spring concerts is mandatory.

### **CHORUS 9-12-#6861**

*Grade:* 9-12

*Prerequisite:* Junior High Chorus or permission of instructor

*Units of Credit:* 1 credit is granted only after satisfactory performance participation in bi-yearly concerts.

*Description:* An advanced choral program using four and five part harmony, the course focuses on the development of singing techniques and explores all musical styles including classical, contemporary, spirituals, and musical theater. Sight singing is taught as well as advanced musicianship and interpretation. Select Chamber Choir/Vocal Jazz Ensemble meets on Tuesday evenings; membership in this group is by audition only (you must be enrolled in HS Chorus the year that you will participate in the ensemble, auditions are in the spring for the following year). All groups perform at least twice per year and may perform at other times, both in and out of school. Attendance at the winter and spring concerts is mandatory. Per New York State School Music Association (NYSSMA) regulations, students wishing to be considered/audition for All-County, Area All-State, and All-State ensembles must be members in good-standing of their corresponding school music ensemble, both at the time of their audition AND the time of the festival in order to participate.

### **ORCHESTRA 9-12 -#6862**

*Grade:* 9-12

*Prerequisite:* Orchestra 7-8 or permission of the instructor

*Units of Credit:* 1 credit is granted only after satisfactory performance participation in at least two concerts per year (tentative).

*Description:* This course for advanced orchestral musicians (primarily violin, viola, cello, bass, and harp) offers one Fine and Performing Arts credit for satisfactory participation. Students involved in Senior High Orchestra will continue to develop previously acquired technical and artistic skills as related to performing on their instruments through full rehearsals which meet 6 out of 8 cycle days (tentative). All students have access to and are required to attend small group lessons when assigned. Students will have the opportunity to create and perform in small chamber groups, (i.e. quartets, trios). Senior High Orchestra performs at least twice per year with the smaller ensembles featured at chamber music concerts. Attendance at winter/spring concerts is mandatory. Per New York State School Music Association (NYSSMA) regulations, students wishing to be considered/audition for All-County, Area All-State, and All-State ensembles must be members in good-standing of their corresponding school music ensemble, both at the time of their audition AND the time of the festival in order to participate.

### **ADVANCED PLACEMENT MUSIC THEORY-#6432**

*Grade:* 11-12

*Units of Credit:* 1

*Description:* This course will teach students to recognize, understand and describe the basic materials and processes of music that are heard or presented in a score (sheet music). Students will examine the fundamental elements of music—rhythm, melody, and harmony—as well as the elements of structure—texture and form—in order to evaluate and analyze music. Students will notate and sing simple musical examples. Students will analyze complex examples of music from a wide variety of styles ranging from classical to jazz to pop music. Melodic dictation, harmonic dictation, simple composition, and sight-singing are important components of this course. Prior knowledge of music through performance in singing or on an instrument, especially piano and/or guitar will prove helpful, but it is not required to take this course.

## VISUAL

## FINE/PERFORMING ARTS

### ART 7 & 8

#6731 and #6831

Grades: 7 and 8

Description: Art 7 and Art 8 are part of the required sequence in Fine and Practical Arts. They will acquaint students with the elements of art (color, line, texture, form, shape and light) and the use of these elements as the tools of artistic expression. Included are units on drawing, printmaking, painting, collage, sculpture and computer graphics.

### STUDIO IN 2-D ART

#6131

Grades: 9- 12, Introductory-level course

Units of Credit: 1

Description: Studio in 2D will introduce the student to the language of art using a variety of media, materials, and techniques which includes drawing (pencil, charcoal, pen and ink, pastels), painting (watercolor, acrylic and temperas), printmaking (linoleum cuts, silk-screens, mono-prints, and collographs), collage, calligraphy, design projects, and crafts.

Studio Level Class. Predominantly taken in 9th grade. Prerequisite for all 1/2 credit, upper level studio electives, Painting and Drawing, Photography, and AP Art.

### STUDIO IN 3-D ART

#6132

Grades: 9- 12, Introductory level course

Units of Credit: 1

Description: Studio in 3D will provide a hands-on aesthetic experience in a multitude of 3-D media and areas. Introduction to ceramics, jewelry, multicultural crafts which connect to the global curriculum, book binding and other sculptural forms will offer a comprehensive and meaningful foundation course to inspire further study.

Studio Level Class. Predominantly taken in 9th grade. Prerequisite for all 1/2 credit, upper level studio electives, Painting and Drawing, Photography, and AP Art.

### STEAM STUDIO

#6133

Grades: 9- 12, Introductory level course

Units of Credit: 1

Description: STEAM Studio introduces students to a variety of beginner level experiences in technology-based art production. Science and Technology are in the forefront and interwoven into every aspect of the curriculum. The focus of the course is to increase visual literacy and communication in a contemporary society while using technology and science as a conduit for creativity. This course covers the basics of Photography, Advertising & Design, Film Appreciation, Digital Filmmaking, and STEAM based content. The course will introduce students to the dark room through non film based image making. Students will learn the traditional chemical based developing process through alternative printing processes and STEAM based principles. Students will then move on to digital photography and the digital scanning of their work and learn how to correct and alter their photographs in Adobe Photoshop while learning the basics of the Photoshop interface. Students will also work with both 2-D and 3-D design concepts while learning about the basic business practices and theory as they apply to Advertising & Design. The second half of the year will consist of learning the formal and aesthetic aspects of film-making and cinematography while being exposed to both classic and contemporary films. The final quarter of the year, students will work on creating digital film shorts that will be collaboratively produced and screened in a class-wide film festival. Lastly, students will be exposed to more STEAM principles by learning how to block code robots and run them through team built and designed obstacle courses!

## VISUAL

## FINE/PERFORMING ARTS

Studio Level Class. Predominantly taken in 9th grade. Prerequisite for all 1/2 credit, upper level studio electives, Painting and Drawing, Photography, and AP Art.

### **ART & COMMERCE** Offered in 2023-2024

#6032

Grade: 10-12

Units of Credit: 0.5

Prerequisite: Any studio-level course

Description: Art and Commerce creates the connection between Art, Advertising, Design, and Commerce. It has been said that Advertising is where art meets Capitalism head on!

This class (1/2 credit) will draw from basic Marketing and Advertising business principles. Subjects such as Branding, Brand Perception, Brand Recognition, Brand Loyalty, Visibility, Product Placement, Differentiation, Market Segmentation, Target Audience, Advertising Media Vehicles, etc, will all be covered. Real life products and brand analysis will be used and studied as well as studying the marketing and advertising campaigns of real companies such as Starbucks, Tropicana, Chobani, Nike, Under Armor, Vans and many other prominent brands. Students will study the importance and power of logos and why they are important in defining Brand Perception and Brand Loyalty and Brand Recognition. Basic sketching and physical fabrication will be learned and used to create 3D package designs, creative text designs, athletic footwear and sportswear designs and beverage containers. The importance of conceptual development of an idea from start to finish as well as collaborative, team based problem solving will be part of the creative process. The utilization of Photoshop and Illustrator will be used extensively to visually enhance existing products while also creating original products. Functional design and aesthetics will be an integral part of the course. "Art and Commerce" will rotate yearly as an offering with "The Moving Image: Art & Communication."

### **THE MOVING IMAGE: ART & COMMUNICATION** Offered in 2024-2025

#6033

Grades: 10-12

Units of Credit: 0.5

Prerequisite: Any studio-level course

Description: This semester-long course exposes students to the formal elements of film-making, the basics of plot development, character development, storyboarding, cinematography, editing techniques, camera movement, musical direction and score. Classic and contemporary films are selected for the purpose of learning about various genres, directing styles, formal cinema-graphic techniques, and thematic interconnectedness. Students will be exposed to various actors that have defined the medium while also viewing some of the top 100 films of all time as chosen by The American Film Institute. Students will be expected to take part in daily critical discussions as well as provide their own personal interpretations and opinions. The class concludes with students forming small production crews to write, direct, film, act, edit, produce and promote their own short films, culminating in a student-run film festival. "The Moving Image: Art & Communication" will rotate yearly with "Art & Commerce."

### **ANIMATION** #6034

Grades: 10-12

Units of Credit: 0.5

Prerequisite: Any studio-level course

Description: In Animation, students will learn the multi-layered process of how to create an animation from start to finish through hands-on experiences in the art studio. The course will begin by introducing learners to the history of animation through creating simple animated toys. After learning the mechanics of animation, students will then study the Principles of Animation first through traditional hand-drawn animation practices and then through digital drawing software and stop-motion animation using cameras and iPads. Students will explore and develop skills in the entire scope of the animation process from



## **VISUAL**

storyboarding and set design, to film production and editing. Students will expand their knowledge of a variety of Animation mediums such as stop-motion (cut paper animation, pixilation, claymation) and digital animation. The course will culminate with a film festival that students work together to produce and publicize to the larger school community.

## **FINE/PERFORMING ARTS**

### ***JEWELRY DESIGN - Offered 2024-2025***

#TBD

Grades: 10-12

Units of Credit: 0.5

Prerequisite: Any studio-level course

Description: Students in Jewelry Design will explore the Elements and Principles of Art through creating their own wearable sculpture. Students will learn how to fabricate their own designs from sketches to actual 3D adornment using materials such as polymer clay, ceramics, metal, and more. This introductory level class is open to all skill levels and will include accessible topics like beading and bracelet making to more complex techniques such as wire wrapping and chainwork. Students will leave the course with a variety of functional and finished pieces such as keychains, earrings, necklaces, handmade charms, bracelets, etc. that all demonstrate their newfound understanding of three-dimensional design and fabrication. "Jewelry Design" will rotate yearly as an offering with "Animation"

### **DRAWING AND PAINTING-#6331**

Grades: 10 - 12

Units of Credit: 1

Prerequisite: Any studio-level course, preferably Studio in 2D

Description: Drawing & Painting/Portfolio is an art elective that builds on the Studio in 2-D Art experience. The course enables further study in painting and drawing through a variety of visual experiences and media. Emphasis is on drawing from life and individual projects for college and/or AP Studio Art portfolio preparation.

### **PHOTOGRAPHY-#6035**

Grades: 10-12

Units of Credit: 1

Prerequisite: Any studio level course

Description: Photography is a full year class. steeped in STEAM principles, Photography is an art making course that uses traditional 35mm and 120 mm film based cameras, darkroom and chemical processing of film and photographic prints, to address the foundation of art and elements of science through the camera.

Photography exposes students to negative-less image making, alternative process and chemistry, to a full understanding of the film based image and print making. Students will learn about the physics of light, the use of dark-room equipment, and the mechanics of 35mm film cameras to create negatives and photographic prints. Students will learn formal compositional skills and the techniques for critiquing and analyzing their own work. Emphasis on formal art principles via the camera and becoming more literate visual communicators and storytellers is the conceptual cornerstone to this course. Notable art historical figures will be discussed to give each project relevance and historical context.

The second half of the year capitalizes on the technical skills honed in the first half of the year giving way to a more personalized discovery of the photographic medium. Photographic projects are developed to culminate into a personal portfolio that allows for creative flexibility, and independent study of subject matter. Classic photographic subjects will be presented, as well as an art historical context to give each project meaning. 35mm and 120mm film will be used as well as alternative processes and a deep dive into the digital darkroom and digital photo printing and processing.

## VISUAL

## FINE/PERFORMING ARTS

### **DIGITAL PHOTOGRAPHY** Offered in 2023-2024

#6036

Grades: 10-12

Units of Credit: 0.5

Prerequisite: Photography

Description: Digital Photography is designed to harness the power of digital cameras and iPhone/mobile devices as an image capturing and art making tool. The course expands upon the skills and concepts developed in Photography I. Students will be encouraged to work independently to discover their own personal style and address subject matter they find inspiring. Students will have the opportunity to work digitally with their own DSLR cameras, school DSLR's, iPhones, digital flatbed scanners, and film scanners. Emphasis will be placed on using digital capture devices as an art making tool to address the foundations of art. Emphasis will also be placed on creating large, thematically focused bodies of work that show maturity, skill and artistic vision. A large focus of the class will be the introduction to Photoshop, Lightroom software. Photo editing, post-production, digital retouching, and a variety of digital printing media will be covered in the class. Exploration of the variety of file capture types will be discussed such as RAW, JPEG, and TIFF as well as a variety of color languages, printing inks and substrates. Students will be expected to have one on one critiques while developing their bodies of work as well as partaking in group discussions. Students who take this course will have the opportunity to create a physical portfolio of their work as well as develop a website to showcase their photography. Physical and virtual portfolios can be shared with college admissions as part of the student application process, and as a supplement or requirement.

### **AP STUDIO ART** - #6431

Grades: 11 - 12, Advanced level course

Prerequisite: Drawing & Painting/Portfolio or Photo

Units of Credit: 1

Description: In AP Art, students will create a portfolio consisting of 24 pieces to be submitted to the College Board in the first week of May as part of the Advanced Placement Studio Art exam. The portfolio must include a "Breadth" section which includes 12 different art works in a variety of media and a "Concentration" section which comprises an in-depth exploration of one single theme or idea with a specific choice of media throughout the 12 images. During class meetings, students will create and refine these works and assemble their portfolios under the direction of the instructor. Students will receive advanced instruction in topics covered during introductory and intermediate-level art courses.

## **PHÆDRUS**

### **PHÆDRUS ALTERNATIVE SCHOOL**

#0100

Phædrus, the Alternative School at Edgemont, was begun in 1978 and now enrolls juniors and seniors who represent a wide span of academic abilities and interests and who socially reflect the larger high school. In addition to an emphasis on academic achievement, the program stresses the concepts of community, self-motivation, independent work, the enjoyment and value of learning, and the ability to function well in a group. The students attend the regular high school for the first four periods each morning where they take courses such as math, science or languages that are not offered in Phædrus. They are in the Alternative School for the rest of their educational experiences. Phædrus stresses both academic achievement and personal growth. Specific courses and seminars are selected by the students, and evaluations by teachers include comments on attendance, preparation, and attitude as well as on achievement. Personal growth is gained through a weekly group dynamics meeting and an internship in the community. Two to four wilderness camping trip experiences in the fall and spring help build survival skills and group cohesion, and assorted trips and speakers are featured throughout the year. During May and June, students also complete a major Final Presentation on a topic of their choice. Students who desire admission to the Alternative School fill out an application and write in-depth essays about their educational goals. A committee of teachers, administrators, and guidance counselors meets in the Spring to assess the student's suitability for this program. Students accepted have shown that they are capable of commitment and dependability, are interested in self discovery, and are able to function in a more independent way in their education.

### **SAMPLE OF PAST PHÆDRUS COURSES**

#### **English**

Gender Issues in Literature & Society, Writing Workshops, Shakespeare, Classic and Contemporary Literature, Cultural Identity, Harlem Renaissance

#### **Social Studies**

U.S. History, Contemporary American Society, Man's Inhumanity to Man, Political Science

#### **Humanities**

Current Events, Ethical Issues, Psychology

#### **Previous Special Programs**

Mt. Washington/Presidential Range, The Delaware Water Gap, The Pine Barrens, The Coast of Maine, White Water Rafting in Maryland, Vermont, New Orleans, Washington, D.C. (group-building exercises, rock-climbing, rappelling, ropes course, building low-income housing, cleaning parks, painting murals, etc.)

#### **Sample Internships**

Children's Village, Blythedale Children's Hospital, Greenburgh Nature Center, Westchester Jewish Community Services, Home for Aged and Blind, Scarsdale Family Service, Local elementary schools, WFAS, Animal Humane Society, The Westchester Theater.

## **SPECIAL SERVICES**

### **RESOURCE ROOM**

#7000

Grades: 7 - 12

Prerequisite: Identification by the Committee on Special Education

Description: This program is designed to strengthen basic academic skills, to support instruction and learning in academic courses and to teach study skills and strategies designed to enhance each students' academic performance. Resource Room services are individually designed in accordance with each student's individualized educational plan.

Text(s): Content area texts; supplemental materials and texts

### **INTEGRATED CO-TEACHING SERVICES**

Offered in Grades: 7-12

Prerequisite: Identification by the Committee on Special Education (CSE)

Description: These classes are taught by a general education teacher and a special education teacher and include students who are non-classified and students who are classified by the CSE. The two teachers share responsibility for all the students in the classroom and modify the curriculum and provide accommodations as appropriate for classified students. These classes are available for students in grades 7-12 in certain subjects and at certain levels to be determined by the CSE.

### **SPECIAL CLASSES FOR ACADEMIC COURSES**

Offered in Grades: 7 - 12

Prerequisite: Identification by the Committee on Special Education

Description: This program offers small group instruction in content area courses that are required to meet graduation requirements. Each course offered parallels the mainstream curriculum.

Course Requirements: Class work, homework, quizzes, tests, research papers, labs, oral projects and various readings. NYS Regents Examination or Regents Competency Examination is required for special classes that parallel academic courses requiring Regents Examinations.

### **ENGLISH AS A NEW LANGUAGE**

#0701/2/3

Grades: 7 - 12

Units of Credit: 1

Curriculum Levels: Beginning, Intermediate, Advanced, Transitional, Content Support, ELA

Description: ESL comprises a series of courses designed to facilitate the acquisition of English and to help students become more proficient in reading, writing, speaking and listening in English. New students are tested and placed in classes according to language proficiency - Beginning, Intermediate or Advanced. The program is based on the New York State Regents Standards. ESL texts, workbooks and newspapers are used to help develop English language skills at all levels. In addition, students receive support in better understanding the material taught in their content classes. The standardized test used to evaluate progress and help to determine when students are eligible to graduate from the ESL program is the NYSESLAT. The LAB is given to all ESL students who are new to the district.

## **INDEPENDENT STUDY**

Independent Study is limited to 11th and 12th graders. Eleventh grade students may be involved in independent study projects of one semester's length only. Twelfth grade students may be involved in independent study projects of one or two semesters. No independent study may be less than one semester. Credit granted will be 1/2 unit per semester of work. Approval for projects that propose to cover what is required as normal work in an established course will not be granted. (Exceptions in cases of health problems are always handled individually.) Independent study projects are expected to go substantially beyond the scope of existing courses, are to use approaches that are different, and are to demonstrate that the student has gained a grasp and understanding of an area far beyond what is usually expected of a student at that level. See your counselor for further details.

## **BOCES**

### **BOARD OF COOPERATIVE EDUCATIONAL SERVICES OCCUPATIONAL EDUCATION**

#0331/0332

Description: BOCES offers occupational education to students from 32 Westchester County High Schools. The choice of courses listed below is far broader than any one school could offer by itself because of the cost of equipment and space, and the relatively small number of students in each high school who are interested in any one program. Buses are available for students to attend the Valhalla campus in the AM or the PM, leaving the remainder of the school day for the study of English, history, and other subjects, as well as school activities at Edgemont High School. Since students are members of the EHS student body, they are subject to all rules and regulations at the high school. The time spent at BOCES affords an opportunity to explore a career choice. When the BOCES course of study is completed, and the student graduates from high school, he/she may either go to work, or continue education in the same field, a related one, or a completely new subject at a four year college, a community college, or a technical institute. If you are interested in one of the occupations listed below, speak to your counselor who will arrange a visit to the campus and supply further information.

### **Occupational Education Courses**

#### **Media**

Commercial Art/Multimedia  
Computer Information Systems & Medical Admin Assistant  
Fashion Design/Merchandising  
TV/Video Production  
Sound Production

#### **Smart House Technologies**

Construction / Plumbing  
Electrical Construction

#### **Engineering/Green Technologies**

Automotive Technology  
Collision Technology  
CISCO

#### **Hospitality/Consumer Services**

Cosmetology  
Culinary Arts  
Health & Safety  
Emergency Medical Services (EMS)  
Security, Law & Policing  
Nursing Assistant

#### **STEM**

Animal Science  
Pre-Engineering

### CLASS RANKING AND GRADING

Edgemont does not rank its seniors, but does compute a grade point average, which is included on the transcript. This GPA is computed on the basis of final grades earned at Edgemont in all subjects in Grades 9, 10, 11 and 12. The weighted system below is used in this computation.

		AP/H	Regular
A+	99-100	6.3	5.3
A	92-98	6	5
A-	90-91	5.6	4.6
B+	88-89	5.3	4.3
B	82-87	5	4
B-	80-81	4.6	3.6
C+	78-79	4.3	3.3
C	72-77	4	3
C-	70-71	3.6	2.6
D+	68-69	3.3	2.3
C	62-67	3	2
C-	60-61	2.6	1.6
F	BELOW 60		
P	PASS		
S	SATISFACTORY		
U	UNSATISFACTORY		

Students must complete a minimum of two years of academic work at Edgemont before a GPA can be computed. Since students enrolled in our Alternative School receive descriptive evaluations, GPAs are not computed for them.

### UNIT OF STUDY REQUIREMENT

#### GRADES 7 - 8

Unit of study means at least 180 minutes of instruction per week throughout the school year, or the equivalent. By the end of grade 8, a student must have completed the following units of study:

English	2 units
Social Studies	2 units
Mathematics	2 units
Science	2 units
Art and Music	1 unit
Health	1/2 unit
Technology	1.75 unit
Physical Education	1 unit
Library equivalent of 1 period per week	
World Language	2 units of study to be completed by the end of Grade 9

### MINIMUM GRADUATION REQUIREMENTS

In order to receive an Edgemont Diploma the following requirements must be fulfilled:

Required Subjects	Number of Credits	Regents Exam Required
English	4 CREDITS	Comprehensive English
Social Studies	4 CREDITS	Global History and Geography
Mathematics	3 CREDITS	Integrated Algebra
Science	3 CREDITS*	One Regents Exam in any Science
Second Language	1 CREDIT**	U.S. History & Government
Health	0.5 CREDIT	
Art and/or Music	1 CREDIT	
Elective	3.5 CREDITS	
Physical Education	<u>2 CREDITS***</u>	
Grand Total	22 CREDITS	

\* One of the science courses must be Living Environment (Biology) and another must be a Physical Setting course (Earth Science, Chemistry, Physics).

\*\* Students identified with having a language-based disability may be exempt from the second language requirement if the exemption is stated on the student's I.E.P.

\*\*\*All students must take Physical Education each year.

- Students must pass all five required Regents exams with a score of 65.
- Students with identified learning disabilities are eligible to fulfill Regents exam requirements by scoring at least 55% on all 5 required Regents exams. An identified student can also pass the Global History, U.S. History and Science regents by scoring a 45% **provided** they score a 65 or higher on another regents exam.

## **EDGEMONT HIGH SCHOOL**

### **Departmental Selection Criteria for English Honors Sections: 10 Honors, 11 Honors and 12 Honors Seminar**

The department stresses the importance of teacher recommendation in the process of student selection. In recommending students, teachers will evaluate students in relation to the criteria listed below.

Honors students in English –

- 1) distinguish themselves with analytical ability. Honors students have interpreted plot, language, imagery, symbols and form, singularly and in combination, to arrive at a greater understanding of the nuances of literature.
- 2) recognize the relationship between clear thinking and effective writing. Honors students submit to the rigor and expectations of honors by producing crisp, lucid written expression in the form of essays, term papers, poetry explication, and impromptu class assignments.
- 3) demonstrate a love of literature by reading beyond the assignment. Frequently, Edgemont honors students, as the result of their own initiative, pursue other works related to or by the author currently being studied. They might then share a relevant perspective gained from those works in class discussions or in conversation with the teacher.
- 4) demonstrate an enthusiasm for the subject by participating frequently in class discussion. Honors students volunteer information to make connections between materials or ideas previously studied with those currently being investigated to arrive at new conclusions. Similarly, they discover and share connections between events in the world or issues studied in other disciplines with those explored in English class. They ask questions to pursue ideas, are curious to know more, and demonstrate that curiosity by searching for original ideas rather than consulting outside sources for help with analysis.
- 5) perform at consistently high or strong levels in junior high English and earn A's throughout the 9th grade year (were someone to enter the program in 10th grade), the 10th grade year (were someone to enter the program in 11th grade) or the 11th grade year (were someone to enter the program in 12th grade).
- 6) receive high marks on the departmental qualifying writing sample, involving literary analysis, given in early January.



**EDGEMONT JR/SR HIGH SCHOOL**  
**Criteria for Advanced Placement Social Studies**

For 9th Grade entry into 10th Grade European History AP:

- A preponderance of A's in all quarters of the ninth grade and an A on final exam.
- Excellent reading comprehension skills.
- Competent research skills as demonstrated in projects, papers, etc.
- Excellent writing skills demonstrated through essay writing of a five paragraph essay establishing thesis and defense supported with accurate factual evidence.
- Competent analytical skills demonstrated through the interpretation of primary documents.
- Teacher recommendation.
- Consultation with the 9th grade English teachers by the 10th Grade European History teacher
- Demonstrated interest in history.

For 10th and/or 11th Grade Regents Level to AP

- All A's in Regents level courses.
- Excellence in skills as listed above.
- Strong conceptualization.
- Excellent research skills.
- Excellent class participation.
- Teacher recommendation.
- Consultation with 10th or 11th grade English teacher.

For a Student Going From 10th Grade AP European to 11th Grade AP American

- A preponderance of A's with no grade less than B.
- Excellence in all social studies skills such as the thematic and argumentative essay, multiple choice testing, writing of the DBQ. Superior analytical skills demonstrated through the interpretation of primary document readings.
- Strong conceptualization.
- Superior research skills.
- Excellent class participation.
- Teacher recommendation
- Consultation with English teacher.

For 11th Grade into AP Macroeconomics:

- A preponderance of A's in the social studies.
- Strong conceptualization and abstract analysis.
- Consultation with the 11th grade math teacher.
- 11th grade social studies teacher recommendation

From 11th Grade to AP Government and Politics

- A preponderance of A's with no grade lower than a B.
- Excellence in basic social studies skills such as argumentative essay, multiple choice testing, document interpretation and chart reading.
- Teacher recommendation.
- Consultation with English teacher.
- Keen interest in the social studies demonstrated by active classroom involvement including: attention to the timely completion of assignments, passionate pursuit of topics outside the normal curriculum, and comfort with a high level of classroom discussion.
- A student's keen and demonstrated interest will sometimes allow for greater flexibility with regard to grade requirement.

(Revised 2019)

## **EDGEMONT JR/SR HIGH SCHOOL MATHEMATICS HONORS PLACEMENT CRITERIA**

**See the Mathematics Department website for updated placement criteria.**

Honors level Mathematics courses are offered in grades 7-11, and college-level Advanced Placement courses are available in both junior and senior years. Honors and AP level courses are rigorous and require integration and application of abstract concepts.

Students seeking placement in honors level Mathematics courses must demonstrate consistent and superior achievement and should have previously shown consistent excellence in their prior mathematical studies. Their ability to learn, integrate and apply mathematical concepts efficiently is paramount. Student success in these courses is often tied to their capacity to analyze complex problems and develop connections within the curriculum independently.

(Revised 2019)

## **EDGEMONT JR/SR HIGH SCHOOL DEPARTMENTAL GUIDELINES FOR SCIENCE**

Every student should graduate from high school with exposure to some form of biology, chemistry, and physics.

Because of the rigors of the class, AP courses require a high level of maturity and a strong work ethic.

To enroll in AP courses in 11th & 12th Grades, students must have completed two years of science with a minimum course grade of “B” in both.

There are additional science courses that are meant to expand interest and knowledge in science. These include the electives and the Science Scholars Program.

The electives are syntheses of several different disciplines and are intended to be taken after the fundamental courses.

Students are encouraged to consult with teachers and school counselors when making course selections in science.

(Revised 2019)

## **EDGEMONT JR/SR HIGH SCHOOL Departmental Selection Criteria for World Languages**

Honors Sections:

Students recommended for level three honors courses in Spanish will:

- 1) have completed Spanish 2 with grades of 92 or better in the first three quarters
- 2) have demonstrated superior work habits
- 3) have demonstrated superior aural-oral skills

In Latin and French, an honors group will be formed only in those years when students in level II have demonstrated exemplary work habits and skills in reading and translation, maintaining a 92 average or better.

(Revised 2019)