



# Course Catalog

2024-25

Nathan Fishkind



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# Bedford Central School District



## OUR MISSION

**THE BEDFORD CENTRAL SCHOOL DISTRICT SHALL CULTIVATE CURIOSITY AND A PASSION FOR LEARNING BY PROVIDING CHALLENGING EDUCATIONAL OPPORTUNITIES FOR ALL STUDENTS SO THEY MAY ACHIEVE THEIR FULL POTENTIAL AS PRODUCTIVE AND CONTRIBUTING MEMBERS OF SOCIETY.**

## OUR VISION

**INSPIRING AND CHALLENGING OUR STUDENTS**

### **FOX LANE HIGH SCHOOL PHILOSOPHY STATEMENT**

Fox Lane High School strives to be a community of learners whose primary goals are full human development and adaptability to change. We seek to foster these traits in a humane and caring climate in which diversity is respected. We are committed to nurturing responsibility, respect for individual rights, and active participation in community life as the necessary basis for a democratic society. In this endeavor, we encourage all members of the Fox Lane community to make choices, to share in decision-making, and to accept consequences. We are determined to create a school where individuals feel both a sense of identity and community in an environment of trust, confidence, justice, and open, honest communication.

Fox Lane is committed to helping students to use their minds well: to think critically, creatively, and independently. A liberal arts and sciences core serves as the basis of the curriculum. It is necessary for students to accomplish purposeful work that is relevant to their lives and the challenges that confront them.

Teachers will encourage their students to develop both an appreciation for the individual disciplines and for the interconnected, interdisciplinary nature of knowledge and of the world. Students must continue to recognize, understand and appreciate our global community. Awareness of modern technological advances, environmental concerns and cultural diversity are integral to the academic process. The Fox Lane High School, in seeking to do its best for all its students, will provide experiences that are rich and that will help the individual advance toward maturity.

## **SCHOOL PERSONNEL**

### HIGH SCHOOL ADMINISTRATION and DIRECTORS and COORDINATORS

Principal	Dr. Jennifer Amos	241-6065
Assistant Principal - 9th grade & 11th Grades	Ms. Kristy Emery	241-6056
Assistant Principal - 10th & 12th Grades	Mr. Jason Spector	241-6054
Athletic Director	Mr. Adam Lodewick	241-6167
Assistant Athletic Director	Mr. Michael Tomassi	241-6147
English Coordinator	Ms. Patricia Johnsmeyer	241-6035
Director of ESOL	Ms. Adrienne Viscardi	241-6080
Guidance Coordinator	Ms. Jennifer Hickey	241-6179
Mathematics Coordinator	Ms. Sarah Bazzano	241-6046
Performing Arts Coordinator	Mr. Matt Vanacoro	241-6072
Science/Tech. Coordinator	Ms. Karyn Langke	241-6043
Social Studies/Business Coordinator	Dr. Jenny Olson	241-6032
Special Education Coordinator-Secondary	Ms. Michele Zaino	241-6159
Special Education Coordinator- Special Classes	Ms. Deana Longden	241-6113
Visual Arts Coordinator	Ms. Heather Kranz	241-6189
World Language Coordinator	Ms. Lorraine MInotti	241-6077

### ASSISTANTS TO BUILDING ADMINISTRATION

Assistant to the Principal	Ms. Margarita Ramirez	241-6061
Assistant to Kristy Emery	Ms. Tracy Matson	241-6029
Assistant to Jason Spector	Ms. Danielle Mangini	241-6049
Registrar	Ms. Patty Cord	241-6093
Attendance Clerk	Ms. Liza Calderon	241-6059
Assistant to the Athletic Director	Ms. Jessi St. Cyr	241-6076

### PUPIL PERSONNEL AND SPECIAL SERVICES

Guidance Coordinator	Ms. Jen Hickey	241-6179
Guidance Counselors	Ms. Kristin Brown	241-6191
	Ms. Karen Deitch	241-6190
	Ms. Lisa Dunne	241-6092
	Mr. Greg Fedorczak (Hillside)	241-1106
	Ms. Rori Mackie	241-6081
	Ms. JoAnn Mullooly	241-6169
	Ms. Stephanie Sun	241-6180
School Psychologists	Dr. Alyssa Kant	241-6178
	Dr. Jen Fields	241-6164
	Dr. Mary Jean MacDonald	241-6060
	Dr. Lauren Stein (Hillside)	241-1108
School Social Workers	Ms. Nalda Chery	241-6582
	Ms. Laura Elwood	241-6074
	Ms. Diana Binger	241-6078
	Ms. Margarita Ramos (Hillside)	241-1102
Student Assistance Counselor	Ms. Angela Alvarado	241-6050
School Nurse	Ms. Teresa Tomassi	241-6051
Dean for 9 <sup>th</sup> and 11 <sup>th</sup> Grade	Mr. Dan Mulvey	241-6091
Dean for 10 <sup>th</sup> and 12 <sup>th</sup> Grade	Mr. Paul Cullagh	241-6069
Dean of Student Activities	Ms. Melissa Oricchio	241-6056

Students are encouraged to take a long-range view of their high school program. As early as grade 9, students may work out a tentative four-year plan that is reviewed each year and modified as the student matures. Beyond minimum graduation requirements, students should choose courses that reflect their goals, talents, and interests by aiming for a full program rather than a minimal one. Colleges have their own requirements that need to be considered as well.

## **SCHEDULE INFORMATION**

### **ADD/DROP POLICY**

#### **Adding a Course**

- A student may request the addition of a new course no later than **2:15 PM on September 16, 2024** for full year and first semester courses, and by **February 5, 2025** for a second semester course.
- A student will not be added to a course that is designated as closed.

#### **Dropping a Course**

- A student may not drop any course required for graduation except for a level change (see below).
- An elective course dropped after the following dates is assigned a Drop (DRP) as a final grade for the course.

<b>Full Year Course</b>	<b>October 15, 2024</b>
<b>First Semester Course</b>	<b>October 15, 2024</b>
<b>Second Semester Course</b>	<b>February 14, 2025</b>

### **LEVEL CHANGE and GENERAL CHANGE of a CLASS**

- After a conversation with your teacher and counselor, a request for a level change must be made in writing (email) to a student's counselor and teacher by November 8, 2024. Much earlier is advisable. It may take up to three days to process the request once a letter of intent has been received. Level changes may not be possible if the requested new course is closed due to enrollment. As a result, there is a risk to "just try" a rigorous course and plan to "just change your schedule later if it doesn't work out as planned".
- If the student changes a course level (e.g. Honors to Regents), the student's record in the new class begins as if the student were a new enrollee provided you placed your request by the level change by November 8, 2024.
- When a level change request is granted, other courses in the student's schedule may need to change. The same rule applies regarding enrollment. If the level change impacts other courses, you may not receive approval for a level change if a different course in your schedule is unavailable.
- If a student changes from one teacher to another in the same course, the grades will accompany the student. If a student changes the level of a course by the established level change deadline (e.g. Regents to Honors or Honors to Regents), the student's record begins as if the student were a new enrollee.

*Exceptions to the November 8 deadline are considered after consultation with the principal, teacher, department coordinator, and guidance counselor. Exceptions require principal approval. Approvals are only granted for extraordinary circumstances. If a student requests a level change after the established level change deadline, the grades from the more rigorous course are carried into the grades of the less rigorous course. Although rare, students who leave a less*

*rigorous course into a more rigorous course will not have grades carried over to the new course.*

### **Senior Courses and College Applications**

- Seniors who withdraw from a class (for any reason) after a college application has been submitted must directly contact the college(s) they applied to and inform the admissions committee(s) of the change to their “Courses in Progress.” You may be asked by your counselor to receive written confirmation from a college to ensure an acceptance is not withdrawn due to the change of “courses in progress).

### **REQUEST FOR A TEACHER CHANGE**

- Students and parents may not request a specific teacher.
- Students and parents may request a teacher change will only be considered if an extenuating circumstance is presented.
- All requests for a change of teacher must be sent to your guidance counselor in writing, preferably via email, before the start of the school year. This request must include a specific rationale. You cannot request a teacher change for an unsubstantiated reason.
- The principal must approve a request for a teacher change.

**MINIMUM ENROLLMENT** – All students at Fox Lane High School must carry a minimum of 5.5 credits during each academic year including Physical Education.

### **ADVANCED PLACEMENT EXAMS**

Advanced Placement classes are amongst our most rigorous offerings. Students registered for AP courses are expected, but not required, to pay for and take the AP exam. Financial assistance is available for students who are enrolled in the free or reduced lunch program or present a significant financial constraint. All AP courses will carry an additional weight of 10 add-on points.

### **GRADING POLICY**

To determine your report card grades, teachers may include tests, quizzes, written work, homework, class participation, exhibitions, presentations, and reports.

Students are graded on a numerical basis from 0-100. A student must have a final course average of 65 or better to pass a course and receive high school credit. There are no final course averages between 61 and 64 recorded. As a result, a calculated average of 61, 62, 63, or 64 for a course will receive a 60 or 65 for the year. A student receives the full credit value for passing a course. Partial credit is not awarded. The lowest grade awarded in any quarter is 50. However, there is no floor grade for a final exam or project. Final exams, including Regents exams, will count as 12% of the overall course average.

In some courses, the Regents Exam often takes the place of a local final exam. If a Regents Exam is repeated at a later date, the highest grade will be posted on the student’s transcript. However, the original final average for the class is not changed. Only five Regents exams required for graduation are listed on the transcript.

### **HONOR ROLL**

Each quarter students are recognized for academic achievement. Students having an average of 85 or higher are recognized by having their names on the Honor Roll. Students having an average of 90 or higher are recognized by having their names on the High Honor Roll. Our course weighting policy is used in determining eligibility for the quarterly honor roll.

## **NATIONAL HONOR SOCIETY**

The FLHS Chapter of the NHS recognizes students for exemplary scholarship, service, character, and leadership. Membership is a privilege.

Membership in the Fox Lane Chapter of the NHS is an honor and carries with it responsibilities to the school, the student body, and to the community as a whole. With high expectations for FLHS NHS members, they are expected to be the best they can be. We encourage our students to look for ways to provide unexpected service, to lead and make a difference, to demonstrate positive character traits, and to maintain the highest level of scholarship.

Eligible candidates will meet the following criteria:

- Earn a cumulative GPA of 90.00% or higher by the end of the first semester of junior year. This GPA includes weighted courses and no rounding up of the GPA.
- Demonstrate consistent leadership and good character.
- Provide ongoing service to our school and community.

Effective June 2024, all juniors will receive an application to apply for the National Honor Society at the end of their junior year. Juniors that meet the aforementioned criteria are welcomed to apply for NHS, by completing and submitting an application for review by the FLHS NHS Faculty Council by August 1st of that same year. Once the review of the potential candidates is complete, candidates will be notified in September of the new school year. The length of time for this review may vary; however, the typical time for review is approximately four weeks from the application deadline. At the end of September, the National Honor Society Induction Ceremony will take place at FLHS.

For more information, visit [FLHS National Honor Society](#)

## **GPA WEIGHTING POLICY**

Most courses with an H or AP designation receive 10 add-on points in calculating a student's weighted cumulative average, often referred to as the GPA. English 1H and Global Studies 9H do not have a weight since the H credential is awarded for superior work within a heterogeneous class. Students receive the H credential in English 1 if they earn at least a 90 average for the year. Global Studies students receive an H credential for earning at least a 93 average for the year and a 90 or above on the final exam. This H credential is an award for class achievement and is used as a tool for making final recommendations for English 2H and AP World History in grade 10.

The following courses will receive course weight in 2024-2025:

- Geometry H
- Algebra 2 & Trigonometry H
- Precalculus H
- English 2H and English 3H
- Chemistry H
- World Language Level 4H
- World Language Level 5H
- Public Affairs H
- Economics H
- SLT: Government and Economics H and English 4H
- All Advanced Placement (AP) Courses

For all weighted courses, the cumulative average is calculated by adding a weight of 10 add-on points for designated courses. However, the grade that appears on the transcript for an AP or H course does not change. For example, a student takes AP World History in 10<sup>th</sup> grade and earns an 82 for the year. The 82 would still be posted as the grade for the course. It does not become a 92. The weighting for the course is applied to the weighted cumulative average posted on the transcript. Courses taken at other schools do not calculate into the Fox Lane High School cumulative average. Therefore, the weighting policy does not apply to courses taken outside of Fox Lane High School.

### **NEW STUDENTS and Courses Taken Outside of Fox Lane High School**

When a student transfers to Fox Lane from another high school, the guidance counselor evaluates the student's previous academic information and enters the proper units of credit into the Fox Lane High School record. If a student transfers to Fox Lane High School within the school year, previously earned grades are made available to the student's teachers. These grades may or may not be used by the teacher to determine the final average for a Fox Lane course.

Number and letter grades awarded from other high schools (and any external education program) are not calculated into the overall cumulative average that is reported on the Fox Lane High School transcript. Previous school courses are listed as Pass/Fail on the Fox Lane High School transcript. However, when applying to college, previous school transcripts are also sent to colleges for review so the entire high school experience can be considered by the college admissions committees.

Once a student enrolls in Fox Lane High School, courses taken outside of Fox Lane High School (enrichment, pre-college programs, summer programs of any type, online courses, etc.) are not posted on the Fox Lane High School transcript, except in cases where a student is taking a pre-approved credit recovery course required for graduation.

### **RETAKING A CLASS**

On occasion, a student decides to repeat a course or part of a course that they have already passed. This is extraordinarily rare. When this occurs, both courses will appear in the transcript regardless of result. However, only one credit can be applied to NYSED graduation requirements.

#### **Two examples:**

1 A student takes and passes *Algebra 2 and Trigonometry* and scores a 70. The following year the student repeats part of the class by taking a full year version of *Trigonometry*. Both courses and the final grade will be posted on the transcript and used to calculate a student GPA. However, the latter course can not be used to satisfy NYSED graduation requirements. This is informally referred to as "double dipping" and is against NYSED regulations.

2. A student takes *Algebra 1* in 8th grade and passes the course. The student/family requests to repeat *Algebra 1* in 9th grade. Both the *Algebra 1* in 8th grade and the repeated course in 9th grade will appear on the transcript, but only one credit can be used to meet graduation requirements.

### **CLASS RANK**

Class rank is an internal high school indicator and is not furnished to colleges nor posted on student permanent record including the transcript. A grade distribution chart is provided to colleges on the Fox Lane High School Profile.

### **NYSED GRADUATION REQUIREMENTS**



## **DIPLOMA HONORS DESIGNATION**

Seniors graduating with a Regents Honors Diploma must earn an average of at least 90 on the following Regents Examinations: English, Global Studies, United States History and Government, one Math, and one Science Regents Exam.

## **EARLY GRADUATION**

A student desiring to graduate one year or one-half year early should discuss this fully with the guidance counselor as soon as possible and obtain the necessary application for approval. Students must secure recommendations from current teachers as to their opinion of your ability to handle an accelerated program and parents must approve this request. The principal will make the final decision regarding a request to graduate early.

## **INDEPENDENT STUDY**

An Independent Study Program is available to students who propose an academic project and course of study for either a full credit or half a credit. The Independent Study is sponsored by a member of our faculty. This course of study will take the student beyond the current offerings in the course catalog. The [application process](#) details important information and deadlines. Note: A student must be in good standing academically and behaviourally to be considered for approval.

## **MEETING COLLEGE DEMANDS**

There are over 3000 colleges in the United States. Each college serves its own unique student community. In preparing for college, students at Fox Lane High School are encouraged to take a well-rounded academic curriculum. The general rule is to continue in the five core academic areas (English, Social Studies, Science, World Language and Math) throughout the four-year high school experience. Taking additional electives in art, music, technology, computers, business and the core areas is also recommended.

**SAT and ACT:** An **SAT** or **ACT** exam is required by many colleges. Consult with your child's counselor regarding personalized planning of college admissions tests. We generally advise that students prepare for one of the tests. Khan Academy has several SAT practice tests and the ACT has one practice test at ACT.org. Taking one of each can help you decide which one is right for you.

**PSAT/NMSQT for 10th and 11th Graders:** The PSAT score is often used as a predictor of future SAT results. Those scoring in the upper 1% in New York State during the 11th grade test are entered in the National Merit Scholarship Competition. Fox Lane High School administers the PSAT to all juniors on the primary national test date. 10th graders are allowed to take the October PSAT with the juniors.. The cost for the PSAT is absorbed by the school district for 11th graders. There is a fee for 10th graders who wish to take the exam. Only the test taken in junior year is used for eligibility for NMSQT.

## **STUDENT SERVICES**

### **GUIDANCE DEPARTMENT**

All students are assigned a counselor upon entering the high school and most will have that counselor for four years. Although counselors get to know students best through frequent personal contacts, counselors gain a great deal of information about students through teacher reports, parent contact, student records and participation in Group Guidance. By senior year, guidance counselors are in a position to write a careful summary recommendation for each student.

Each year the Guidance Department staff arranges evening programs for parents to share topics of interest to them in the development and ongoing planning for their students. Special programs are posted on the Guidance Department website, listed in the seasonal Guidance Newsletter, and indicated on the district calendar.

School counselors provide services to all students – personal counseling, academic advising, test interpretation, record keeping, high school program planning, schedule changing, career planning, college placement, teacher liaison, and parent collaboration. Students receive these services in varying amounts according to their needs.

### **PSYCHOLOGIST**

The high school psychologist provides critical data to assist in the determination of more appropriate ways to help students' access programs and services important to their success in high school. The psychologist uses a variety of tools and techniques in evaluating students: individualized testing, screening for proper educational placement, counseling, consulting and observation are among the skills they bring to work with students. In addition to evaluation, the psychologist provides short term and ongoing counseling to students. Students may seek out the service of the psychologist or may request intervention through their counselors, teachers and parents. The psychologist is available for crisis and consultation sessions.

### **SOCIAL WORKER**

Social Workers may be of service to a student and family by intervention during a crisis, by consultation with other school personnel, by referral to outside agencies, or by liaison work within the community. School social workers engage in group work with students and provide individual and family counseling around a variety of social needs that may be adversely affecting the student's ability to attain success in high school.

### **STUDENT ASSISTANCE COUNSELOR**

Through joint school districts, corporate and county funding, the services of a specialist in drug and alcohol related issues are made available to the students of the high school. Students may self-refer in order to seek assistance in dealing with friends or family members abusing drugs or alcohol, or choose to gain more information on substance abuse. Student confidentiality is honored.



## **ENGLISH DEPARTMENT**

Ms. Patricia Johnsmeyer, Coordinator

241-6035

### **COURSE OFFERINGS**

English 1R  
English 2R  
English 2H  
English 3R  
English 3H  
AP Language & Composition  
AP Literature & Composition  
English 12  
English 12: Writing Intensive  
English 4H: Society, Literature, and Truth  
Electives

Throughout all of our courses, the English curriculum integrates the study of language, literature, writing, speaking, and listening in accordance with New York State's integration of the Common Core Learning Standards. Also vital to the curriculum is the students' study of, and consistent practice with, critical thinking as the students sharpen their analytic and interpretive skills.

### **LANGUAGE**

Students learn about the evolution of English, while also developing an awareness of the living, changing nature of our language. They study vocabulary, grammar, and usage primarily in the real contexts of their reading and writing; however, textbooks, computer-based programs, and worksheets are employed when necessary and helpful. The progressive nature of courses aims to expose students to increasingly sophisticated uses of language.

### **LITERATURE**

Developing the ability to read literature with understanding is the chief aim of our instruction. In 9th grade, students learn the basic techniques of analyzing literature. Each year, more analytical tools are explained, or they are applied in increasingly complex ways, as students study more subtle and complex literature. While familiarity with important literary works is a result of this instruction, our primary goal is to enable students to read with appreciation and enjoyment throughout their lives. Consequently, provision is made for individual interests and abilities.

### **COMPOSITION**

Instruction in writing aims to help students reach important goals: awareness of task; a clear sense of audience; articulation of a thesis or controlling idea; organization and development of the idea in an appropriate form; originality, depth, and soundness of thought; correctness, clarity, and felicity of expression; familiarity with various types of writing; and pride of authorship. Students write frequently. Sometimes they will develop their pieces using a process approach which takes them through multiple drafts and thoughtful revision to a finished product. Sometimes, they will turn in as polished a composition as they can on their own and then revise it in response to their teacher's suggested revisions and corrections. Sometimes, they will write under time pressure, striving to develop a facility for organizing their thoughts and for polishing their prose. Students are encouraged to confer with their teachers regularly about their progress in writing skills.

### **SPEAKING AND LISTENING**

The ability to speak informatively, cogently, entertainingly, and easily to others is an important goal of English instruction. Equally important is the ability to listen with attention, comprehension and appreciation. Class discussions, debates, seminars, group presentations, enacting scenes from plays, and formal and informal speeches are some of the activities used to develop these interrelated skills.

## **ENGLISH 1R**

(1 unit) In order to help students successfully transition into their high school careers, English 1R is designed to build a foundation of essential literacy skills, while also providing a wide, in-depth exploration of literary themes and concepts. The content area's work is brought together with a wide variety of writing assignments and creative projects aligned with the Common Core Learning Standards. The course aims to allow students to learn, practice and develop skills essential to high school success, including researching, speaking, listening, writing, reading, studying, organizing, and accessing modern technology.

## **ENGLISH 2R**

(1 unit) Students will further develop their basic literacy skills, as sophomore English focuses on contemporary, classic, and multicultural texts depicting the relationship between individuals and the society in which they live. A variety of writing assignments, which are driven by Common Core Learning Standards, will include creative and explanatory pieces, research projects and essays geared towards acclimating students to the English Regents Exam given at the end of junior year. Stemming from the foundations of English 1R, are the expectations that students are able to learn in an incrementally independent manner and interact with both fiction and nonfiction at an analytic and figurative level. A number of methods are used across the year to promote the appropriate use of modern technology.

## **ENGLISH 2H**

(1 unit) While the fundamental goals for this course are the same as those for 2R, there is a distinct and challenging difference with regard to the pacing, complexity and style of the work. In that many of the students will continue into our junior and senior honors and AP courses, 2H students will work on open-ended assignments that require a greater sense of organization, collaboration, independence, and motivation to complete. Lengthy, independent reading assignments are a regular part of this course.

*Suggested Guidelines:* 90+ average in English 1R and a teacher recommendation.

## **ENGLISH 3R**

(1 unit) Primarily an American literature survey course, students will analyze literature from indigenous America through contemporary times and will study the concepts of the American Dream and social change. The course stresses the complexities in the content, structure, and style of American poetry, drama, fiction, and non-fiction. Emphasis is placed on textual analysis. A broad spectrum of writing assignments will be used to develop skills needed for the English Regents exam, which will be administered at the end of the student's junior year.

## **ENGLISH 3H**

(1 unit) Honors English in American Literature was designed to coincide with the American History being taught in social studies of the student's junior year. It will also function as a preparatory course for the senior A.P. literature course. The course will focus on the evolution of American Literature and the complexities of the social, economic, political and moral changes that took place within our country and were reflected in our literature, over time. The course will be taught in a survey style in order to facilitate understanding and provide a contextual view of current literature.

The course is rigorous and demanding. Students will be asked to read, write and analyze at a level going beyond what has been previously expected of them. The goal will be to build upon the foundation they received their freshman and sophomore years; however, students will now be

expected not only to analyze a particular text for meaning, but also to place that text and its literary merits within the broader understanding of the culture in which it was written and its place in the pantheon of American Literature. Students will be expected to analyze not just the literature itself but also the literature's reflection of the American human experience. A love of literature and a curiosity about what that literature conveys and how it is constructed is necessary for an honors student. Students should be prepared to write in a variety of forms and think on a variety of levels.

*Suggested Guidelines:* 90+ average in English 2R or English 2H and a teacher recommendation.

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

(1 unit) The AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Students will engage in close reading of texts – both fiction and non-fiction – and write in a variety of modes, including persuasive, expository, and narrative. To support the juniors' study of American History, the majority of the essayists, novelists, and poets studied in this course will be American. Because of the focus on rhetoric (language used to achieve a particular effect), students will analyze authors' use of literary and rhetorical devices such as tone, diction, point of view, syntax, and many more esoteric, specialized devices. Students enrolled in the course are expected to have mastered the basic skills of spelling, grammar, and punctuation and to follow the conventions of standard written English. There will be minimal preparation for the English Regents in this course.

*Suggested Guidelines:* 95+ average in English 2R or 90+ average in English 2H and a teacher recommendation.

### **SENIOR ENGLISH**

All students are required to take at least one credit of English during their senior year. Except for those students enrolling in *Advanced Placement Literature, Writing Intensive (formerly Writing for College), English 12, or Society, Literature and Truth*, students will earn this credit by successfully completing two electives, which are semester courses.

#### **Notes about the senior electives:**

- Students are not guaranteed placement in the electives they choose, and an elective will not be scheduled if too few students pre-register for it. As a result, more one-semester electives may be listed here than will actually be scheduled in the upcoming school year.
- In addition to the course content described below, all first semester English electives offer students the opportunity to meet with their teachers for help with college application essays.
- Regardless of the combination of semester electives that students take, their overall transcript grade for senior English will be an average of the two courses.
- They are open to qualified 10th and 11th graders who have room in their programs to carry an additional English class.

### **ENGLISH 4: Exploring Identity**

This full year course is geared toward mature students who need to solidify their reading, writing, and discussion skills prior to graduation. Through a diverse selection of texts, students will examine and explore the complex interactions between individual identity and societal influences.

Through close reading, analysis, and discussion, students will delve into characters' quests for self-discovery, grappling with questions of race, ethnicity, gender, sexuality, socioeconomic status, and other aspects of identity. They will examine how characters navigate personal and cultural identities amidst societal expectations, norms, and prejudices. Additionally, students will explore the ways in which language, narrative techniques, and literary devices shape representations of identity in literature and in film.

Through writing assignments, projects, and presentations, students will engage in thoughtful exploration and expression of their own identities and perspectives, ultimately developing a deeper understanding of identity in literature and in life.

## **ENGLISH 12: WRITING INTENSIVE**

This rigorous course will appeal to students who are serious about acquiring the necessary skills to become successful academic writers. Designed with college readiness in mind, this **full year** English course will focus on incorporating textual evidence artfully and correctly, evaluating sources for validity and relevance, developing complex thesis statements and mounting support for them, and writing with precision and concision. While the word "writing" is in the title, reading is an integral part of the course, and students should expect to read a variety of challenging texts (e.g., scholarly articles, classic works of fiction and poetry, etc.), many of which will form the basis of the writing assignments. In the first semester, we will focus on developing the aforementioned skills and writing for various purposes, including exposition, analysis, and persuasion. In the second semester, we will apply what we have learned to a "college" course in critical theory.

The course is suggested for proficient readers and writers who would benefit from one final year of direct writing instruction before entering college.

## **ENGLISH 4H - SOCIETY, LITERATURE AND TRUTH**

(2 units) 1 English, 1 Social Studies: fulfills Senior English and Government/Economics (Social Studies) requirements. This year-long interdisciplinary course is a seminar taught by an English teacher and a Social Studies teacher in a two-period block of time. SLT is a course where students and teachers explore, in a collaborative and multidisciplinary way, four themes that influence our humanity: Truth, Freedom, Identity, and Economics. The complexities of these themes will be explored through daily reading, writing, listening and speaking. Our journey will be framed by essential questions which include, but are not limited to:

- What is the truth?
- How are our freedoms protected and limited? What does it mean to be morally right or morally wrong? To what extent do we learn these ideas of right and wrong from our environment? To what extent is this morality intrinsic?
- What shapes your identity, and can you change it?
- How do the Fundamental Questions of Economics help us to understand the world of economics?

These themes will be explored through an interaction with some of the great thinkers, past and present, who have pondered these fundamental concerns in their writing and art.

### **Course Structure:**

The structure of SLT will include: reading, writing prompts, individualized work, small group work, and whole class seminars. This structure is designed to promote the development of skills critical for post-secondary success. Additionally, the goals of each seminar period are:

- a) to equip students with the skills to decipher challenging texts independent of teacher guidance, and
- b) to provide a forum for students to exercise and grow their capacity for rational critical judgment.

Effective Socratic seminars, in which students are asked to exercise their capacity to choose amongst "truths" and articulate and defend their choices, are conducted under the assumption that seminar leaders do not possess the answers to the questions and problems upon which the class focuses. In the seminar, teachers act as Socratic questioners, coaches, and conversation facilitators, in addition to being genuine participants in the collaborative inquiry into challenging texts.

### **ADVANCED PLACEMENT: ENGLISH LITERATURE AND COMPOSITION**

(1 unit) In this course, students will examine complex texts - both classic and contemporary. The curriculum focuses on close reading, textual analysis, and specific literary terms and devices. In preparing for the rigorous AP exam in May, and to increase their facility as astute readers and efficient writers, students will write complete essays in a single period, as well as answer multiple choice questions about prose and poetry. The curriculum does not, however, focus primarily on preparation for the AP exam, and students' progress will regularly be assessed based upon preparation for classes, alert reading for details, contributions to discussion, and longer creative and analytical writing assignments. Students who are not enthusiastic readers and skilled writers are not prepared for this challenge.

*Suggested Guidelines:* A teacher recommendation.

### **SEMESTER COURSES**

Open to all freshmen, sophomores, juniors and seniors

#### **CREATIVE WRITING**

(1/2 unit) The course emphasizes fiction and poetry writing, although students will also produce a personal narrative. Free writing is an integral part of the experience. Students will use it to discover topics and increase fluency. As the course is run like a workshop, students will be expected to share their work with classmates as well as with the teacher. Activities are designed to help students develop characters and voice, control point of view and create gripping introductions and effective conclusions will culminate in a short story assignment. While writing poetry, students will experiment with various poetic devices such as imagery, simile, and metaphor. They will also experiment with different types of poems, including found poems, list poems, haiku, sonnets, and free verse. Reading is an important part of this course. Students will be required to examine numerous essays, short stories, and poems for style, voice, and technique. At the end of the semester, students will present a portfolio of their work.

#### **FILM WRITING AND ANALYSIS**

(1/2 unit) Film Writing and Analysis will look at the world of cinema historically, thematically, and critically. Students will learn the vocabulary of film and be taught to discuss it intellectually and structurally, rather than just critically. The course will examine many films from different periods to try to pinpoint the various movements, changes, and messages that have informed American cinema over the past sixty years. Students will be responsible for recognizing not only the characteristics of the films we study, but also the fingerprints of given directors and actors within those films.

The films we will focus on will span from *Citizen Kane* to *American Beauty*, and students will be required to identify what techniques and themes such masterpieces share. In other words, students will understand certain universal truths about what makes a great film. Some films will be screened and discussed in class but students will be responsible for watching others on their own time. Assessments will include reading quizzes, critical essays, comparison essays, as well as a presentation that must show mastery in the dissection of a scene.

Students should expect to produce a piece of analytical writing for each film viewed in class. The length of each assignment will vary, but writing skills will be reviewed, stressed, and assessed. Editing opportunities, writing workshops, and basic grammar review will offer students a chance to earn back credit for engaging in the writing process.

Course texts include: *Understanding Movies* by Gianetti, *Anatomy of Film* by Bernard Dick, *Writing About Film* by Timothy Corrigan **Note to Athletes: This course has not been approved by the NCAA Clearinghouse for students who want to play Division I or II sports in college.**

### **MODERN LITERATURE**

(1/2 unit) If history and literature have taught us anything, it is that despite enormous shifts in technology and culture, there are certain struggles that will forever task the human spirit. Our quest to understand ourselves amidst this turmoil and joy is our universal theme. The nuances of these themes may vary based on culture, religion, history, or socioeconomic status, but the quest for understanding is the same.

Modern Literature will examine the human condition through modern literature. Each piece of literature will deal with a specific aspect of the human condition. The themes we will explore will include: patriotism, war, regret, love, sacrifice, friendship, coming of age/loss of innocence, interconnectedness, family, corruption, and death. There will also be satirical themes in each course that ridicule one or more of the topics we have studied previously.

Students should expect this course to run much like their traditional English classes from years past. They will be dealing with more mature themes and literature, but the emphasis on reading, writing, speaking, and thinking will be the same. Course texts include: *For Whom the Bell Tolls* by Ernest Hemingway, *Rule of the Bone* by Russell Banks, *One Flew Over the Cuckoo's Nest* by Ken Kesey and *The Princess Bride* by William Goldman.

### **MONSTERS AND VILLAINS**

(1/2 unit) What defines a monster? Why is the public so fascinated by them? What human needs and desires do monsters fulfill for audiences? Why do we seek out these thrills and chills? How do creatures and sinister villains that scare us the most have the ability to reflect the human condition and the injustices of everyday life? We will explore these questions as well as examine the roles monsters and villains have played in identifying and shaping societal norms from antiquity to the present day. We will examine various villains—both fictional and real—in their historical context and analyze how monsters help us understand human nature throughout history. The approach will be interdisciplinary, drawing on work done in the fields of literature, film studies, art, philosophy, psychology, and anthropology.



The semester elective is designed for enthusiastic readers who seek to engage with more rigorous, complex texts dealing with mature subjects on a scholarly level. Students will be required to independently read novels such as *Frankenstein*, *Dracula*, *The Strange Case of Dr. Jekyll and Mr. Hyde*, *Mexican Gothic*. In addition, film study and works of non-fiction (i.e., essays, short stories, poems, articles, case studies, etc.) will be heavily integrated in the curriculum to help students learn to take an analytic approach to narratives and to think critically about the world around them. Students will be required to participate in regular seminars, conduct research, write for analysis, as well as complete independent projects and presentations.

*Suggested Guidelines:* Students should have demonstrated an 85+ in Eng 2 or Eng 2H.

### **THE PHILOSOPHY OF THE WILD**

(1/2 unit) "In wilderness is the salvation of the world," declared Henry David Thoreau. This course examines literary, artistic, and scientific responses to the wilderness and the natural world. Most assignments will be creative and personal responses to texts and explorations through visual art, poetry and prose about nature, wilderness, and place. Seminar-type discussions in class will be open investigations of art, literature, and environmental issues. This course may especially appeal to students taking Environmental Science or Advanced Geology, or those interested in a career in the natural sciences. The course will look at the changing cultural attitudes toward the environment as defined by the concepts of nature and wilderness. Students will survey various definitions of "wilderness" and explore the relationship of the individual and the community to the "wild." Readings will include poetry, fiction, essays, and scientific papers across various periods and cultural contexts. The student's final piece will be an inquiry into a "sense of place" concept, giving each an opportunity to create an artistic and scientific natural history of a particular place. The course will include two day- trips, a hike and a paddle.

### **PUBLIC SPEAKING AND SPEECH WRITING**

(1/2 unit) Students will learn to develop, write, and orate persuasive, informative and demonstrative speeches. Students will also learn to write speeches in a cohesive and organized style through the study of famous speeches. Class members will learn to face an audience with confidence and to organize speeches and presentations that persuade and inform listeners with purpose. This course addresses how to conquer the fear of public speaking and its negative stresses and encourages students' use of humor, creativity and personality in their presentations. Students should expect to deliver impromptu and prepared speeches and to identify effective technique elements. Students will also be expected to set personal goals and to learn how to select and design appropriate materials and methods of delivery. There is a heavy emphasis on writing and on preparation and practice outside of class. The course will culminate in a final speech which will be assessed for both oral and written skills.

### **RACE AND GENDER IN LITERATURE**

(1/2 unit) In this seminar-style semester course, students will examine issues linked to gender, race, sexual orientation, and class through fictional and non-fictional narratives. Texts and analyses encourage discourse over the history, current events, and societal perceptions that impact these groups. Students will be required to complete daily readings and discussions as well as presentations, projects, and research.

### **SPORTS LITERATURE**

(1/2 Unit) Many superb novels have been written about sports and athletes. Students will read novels such as *The Boys of Summer* by Roger Kahn, *Friday Night Lights* by H.G. Bissinger, and *Seabiscuit* by Laura Hillenbrand. Additionally, students will read related essays, editorials, and news articles. Modern day issues such as team hazing, long term injuries, steroid use, and other topics of importance will be discussed in this semester course. Students will have the opportunity to write for publication through the FLHS newspaper and yearbook in addition to other local news outlets.

**Note to Athletes: This course has not been approved by the NCAA Clearinghouse for students who want to play Division I or II sports in college.**

### **WORLD MYTHOLOGY**

(1/2 unit) This course will examine mythology on a global scale. It will begin with classical mythology of Greece and Rome and then branch out to examine the myths of Native Americans, Norse, Egyptians, Babylonians, Celts, Africans, Persians, Aztecs and more. Universal archetypes will be the method of connecting such a vast body of literature, while at the same time noting the unique qualities of each culture. Topics will include: creation myths, flood myths, nature myths, the hero quest, metamorphosis and mythological allusions in the modern world. In addition, writing workshops in September will assist students in writing the college essay.

## **HEALTH AND PHYSICAL EDUCATION DEPARTMENT**

Mr. Adam Lodewick, Director

241-6167

Mr. Michael Tomassi, Assistant Director

Athletic Office Secretary: Jessi St. Cyr

241-6076

### **HEALTH EDUCATION**

(1/2 unit) This is a one semester course required by the State Education Department usually taken in ninth grade. Areas of study include: Substance abuse, mental health, tobacco, nutrition, exercise, human sexuality, HIV education, family life and disease. Health Education course needed to meet graduation requirements

### **GENERATION HEALTH/LIFE AFTER HIGH SCHOOL**

(½ unit Health elective credit) This is a class that will focus on navigating difficult situations. A large portion of the curriculum comes from Mentors in Violence Prevention. This was a program used to educate students on how to stand up to violent scenarios, and relate it to bullying, domestic violence, or other issues. The rest of the class will focus on life skills that students will carry through adulthood. This course will help students learn skills to become healthy in all components of wellness. They will be able to practice and demonstrate healthy coping mechanisms, navigate difficult situations, as well as learn to be a positive member of society. The class has projects and assessments designed to allow students to practice skills like grocery shopping, mental health care, difficult conversations with friends, taxes, and more.

### **LIFE AFTER HIGH SCHOOL**

(1/2-unit Health elective credit) Are you thinking about what to expect after you graduate? Students will participate in a semester-long elective class that explores various health and lifelong skills to build confidence and learn practical information for moving into the next phase of life after high school. Students will participate in many in-depth discussions and activities that explore areas such as interviewing skills, stress management, healthy relationships and sexuality, current alcohol and drug trends, public speaking, how the media impacts our lives, and many more topics of student

driven interest. Various guest speakers will be invited into the classroom whenever possible as a supplement to the curriculum. This course is for 11<sup>th</sup> and 12<sup>th</sup> Grade students.

## **PHYSICAL EDUCATION**

(Grade 9)

(Grade 10)

(Grade 11)

(Grade 12)

Physical Education Units are provided for students in: Archery, Badminton, Basketball, Field Hockey, Floor Hockey, Football, Hiking, In-line Skating, Physical Fitness, Pickleball, Recreational Activities, Self-Defense, Soccer, Strength and Conditioning, Team Handball, Tennis, Ultimate Disc, Wiffle Ball, Volleyball and Yoga.

## **INTRO TO SPORTS MEDICINE (The World of Sport from the Athletic Health Care Lens)**

(1/2-unit physical education credit) This course will give an overview of the care of the athlete, as well as a logical structured look into the human orthopedic anatomy/physiology of the athlete, different conditions, illnesses, and injuries the athlete can encounter orthopedically. Students will explore careers related to the sports world care of the athlete. This course is for 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grade.

*Suggested Guideline:* Successful completion of Health and Living Environment or Living Earth.

## **CARE AND PREVENTION OF ATHLETIC ILLNESS**

(1/2-unit physical education credit) This course will look at all body systems; outside of the musculoskeletal system, and the scope of injuries and illnesses that an athlete may develop; or need to overcome. Basic Anatomy and Physiology of these systems will be covered. Protective Equipment and Prevention Practices will be addressed. Students will have an opportunity for certification in Adult CPR.

*Suggested Guideline:* Successful completion of Health and Living Environment or Living Earth. This course is for 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students.

## **MINDFULNESS THROUGH YOGA**

(1/2-unit physical education credit). This course will introduce simple breathing and movement practices, stress management techniques, and an important set of self-empowerment tools and mindfulness strategies. Through yoga, movement exercises, breathing, and other mindfulness practices, students will learn how to manage their bodies and minds in a way that is reflective of a healthy lifestyle combining aspects of a physical, mental, emotional, and social well-being.

## **FITNESS FOR LIFE**

(1/2-unit physical education credit) This course will enable students to develop an individualized fitness plan which will be focused on achieving one's personal fitness goals. The fitness plan may include the fitness components of strength, cardiovascular endurance, flexibility, agility, speed, muscular endurance and/or power. The goal of the course is for students to develop an understanding and appreciation for physical fitness, while understanding the inherent differences in each of the student's personal fitness levels. Students are encouraged to challenge their own fitness goals, as opposed to comparing themselves to other student's fitness levels. This course will take place in the Fox Lane High School Fitness Center. This course is for 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> Grade Students.

**The Athletic Option** allows qualified students to use Physical Education class time as a study period during the time they are participating in an interscholastic sport.

### **INTERSCHOLASTIC SPORTS**

The athletic program at Fox Lane is an integral and vital part of the total school program and atmosphere. Many students are active in some phase of the program and the entire athletic department encourages as many students as possible to become involved in the various athletic groups that are available.

### **NCAA ELIGIBILITY CENTER**

Students interested in participating in NCAA Division I or II athletics must register with the [NCAA Eligibility Center](#). They should be completed and submitted to the NCAA at the end of 11<sup>th</sup> grade.

### **INTERSCHOLASTIC SPORTS PROCEDURES:**

1. Practices are held daily after school. Buses are provided at 4:00, 4:30 and 5:15pm for transportation home. Students must provide their own transportation home following contests/and practices that go beyond 5:15 p.m.
2. Varsity and JV teams will have contests on weekends and during vacation.
3. Each student must register using Family ID prior each season with a current physical on file with the Health Office. The student must then be approved by the school physician before he or she may participate in the interscholastic sports program.
4. Athletes are expected to maintain a satisfactory level of academic performance. There is a Code of Conduct online that outlines specific policy and procedures set forth by BCSD. Coaches and classroom teachers maintain constant communication regarding our student athletes. Athletes will be provided time to see teachers if necessary for extra help before reporting to practice. Middle School athletes are required to attend a supervised Study Hall from 2:20 to 3:15 unless they are with an academic teacher.
5. Eighth graders wishing to participate on the JV or Varsity level will need to contact the Head Coach prior to the start of the season. The Head Coach will then administer a skills test; if the Coach deems the student is of JV or Varsity quality, they will submit their names to the Athletic Director, and a BCSD Certified Physical Education teacher will then administer the New York State Mandated Fitness Test. After passing all of the above requirements, the student will need final approval from our school doctor in order to **try-out** for the desired sport. This is known as the Advanced Placement Process (APP).
6. Please note: Prior to each season High School Varsity, JV and Freshman Coaches will meet with their student athletes sharing all pertinent information needed. The Middle School hosts a mandatory sports meeting for all athletes for the upcoming seasons and then individual coaches meet with their student athletes.

## **INTERSCHOLASTIC SPORTS:**

**\*\*Fall (August-November):** Cheerleading, Boys' & Girls' Cross Country, Field Hockey, Football, Boys' Soccer, Girls' Soccer, Girls' Volleyball, Boys' Volleyball, Girls' Tennis, Girls' Swim & Dive, Dance.

**Winter (November-February):** Girls' Basketball, Boys' Basketball, Cheerleading, Boys' and Girls' Skiing, Boys' & Girls Indoor Track, Wrestling, Boys' Ice Hockey, Merged Section One Girls' Ice Hockey, Boys' Swim & Dive, Dance, Pioneer Team.

**Spring (March-June):** Baseball, Boys' Golf, Girls' Golf, Boys' Lacrosse, Softball, Boys' Tennis, Girls' & Boys' Spring Track and Field, Girls' Lacrosse, Pioneer Team, Unified Basketball.

**\*\*High school Varsity and JV Fall sports begin in August.**

## **MATHEMATICS DEPARTMENT**

Ms. Sarah Bazzano, Coordinator

241-6046

The goal of the Mathematics Department is for our students to strengthen their critical reasoning skills, deepen their mathematical knowledge and become more procedurally fluent. Students will become confident and develop a broad set of quantitative and qualitative problem-solving skills by communicating and reasoning logically. We instill an appreciation of math through exploration, real world experiences, and relevant applications in the study of mathematics. Students deepen their understanding and problem solving capabilities by integrating study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

The Mathematics Department offers a four-year program for all high school students that are aligned with the New York Common Core Learning Standards. The Regents sequence consists of 2 years of Regents level mathematics. Research strongly suggests that a key indicator of success in college and technical school is a fourth year of mathematics in high school. The department offers many options for a fourth year of mathematics such as Financial Algebra, College Algebra with Trigonometry, PreCalculus, PreCalculus Honors, AP Calculus AB, AP Calculus BC, and Calculus, Statistics, AP Statistics and electives in Computer Science and AP Computer Science.

### **Graduation Requirements:**

In order to fulfill the graduation requirements in mathematics, a student must successfully complete three credits of mathematics and pass one of the Regents Exams in either Algebra 1 or Geometry (with the exception of a few CSE students).

### **ALGEBRA 1**

(1 Unit) This course follows the Common Core curriculum adopted by the NYS Education Department. The course employs an integrated approach that goes beyond rote learning, in order to ensure that students have a deep understanding of algebraic concepts. This course will include a major emphasis placed on the fundamental laws of Algebra, algebraic operations, linear, quadratic and exponential functions and relationships as well as descriptive statistics. This course requires the use of a graphing calculator and culminates with the Algebra 1 Regents examination in June.

*Prerequisite Course: Math 8*

## **ALGEBRA 1A**

(1 Unit) Algebra 1A is the first year-long course in a two-year sequence leading to the administration of the Algebra 1 Regents Examination at the end of the second year. This course follows the Common Core curriculum adopted by the NYS Education Department and is designed to provide extended study of algebraic topics. The course employs an integrated problem solving approach in the study of algebraic relationships. Major emphasis will be placed on: numeracy, evaluating algebraic and absolute value expressions, equations and functions, solving linear equations and inequalities, graphing linear equations and inequalities, solving systems of linear equations and inequalities. Each of these topics will include computational work as well as real-life applications. A graphing calculator is required. Students will take a local final in June. This course is followed by Algebra 1B which culminates in students taking the Common Core Algebra 1 Regents examination.

*Prerequisite Course: Math 8*

## **ALGEBRA 1B**

(1 Unit) This course follows the Common Core curriculum adopted by the NYS Education Department and builds upon the principles learned in Algebra 1A. It is designed to provide an extended study of algebraic topics by continuing the sequence of Algebra 1 as well as offering students opportunities to review and revisit topics from Algebra 1A. The use of a graphing calculator is required and students will take the Common Core Algebra 1 Regents examination in June.

*Prerequisite Course: Successful completion of Algebra 1A.*

## **ESOL MATHEMATICS**

(1 unit) This course is designed for students who are English Language Learners in ESOL Level 1 and Level 2 and reinforces arithmetic skills, developing the pre-algebra concepts of variable recognition, signed numbers, formulas and single variable equations. Students will be introduced to algebraic symbolism, simplifying expressions, solutions to algebraic equations, and the graphic representations associated with variables. A primary focus is on building the vocabulary essential for academic study and success in future mathematics courses.

## **GEOMETRY**

(1 Unit) This course is guided by the Common Core curriculum adopted by the NYS Education Department and is designed to provide an extended study of geometric topics allowing for the reinforcement of algebraic techniques. This course employs an integrated approach to the study of geometric relationships. Through a consideration of Euclidean, transformational and coordinate approaches, students will investigate situations in order to justify geometric relationships and properties of geometric figures. Major emphasis will be placed on: quadratics, coordinate geometry, polygons, right triangles, trigonometry, similarity and congruency proofs. Work includes analytical problems involving calculations as well as Euclidean and analytic proofs, manipulation of radical and rational expressions as well as solving radical and quadratic equations. This course requires the use of a graphing calculator and culminates with the Geometry Regents examination in June.

## **GEOMETRY HONORS**

(1 Unit) Honors Geometry covers all of the fundamentals listed in the Geometry course description above. Honors Geometry is more rigorous and moves at a faster pace to allow for coverage of more

material with more advanced applications than Regents Geometry. This course is an intensive offering in which students will identify, investigate, explore, discover, conjecture, reason, justify, explain, prove and apply geometric relationships and concepts at an honors level. Advanced algebraic skills such as manipulating radical and rational expressions, solving rational, radical and quadratic equations are an integral part of the curriculum. Major emphasis will be placed on: congruence, constructions, similarity, trigonometry, special right triangles, circles, 3-D geometry and Euclidean and analytic proofs. Assessments will require advanced applications of concepts learned in class as well as multi-step problem solving. This course requires the use of a graphing calculator and culminates with the Geometry Regents examination in June.

### **QUANTITATIVE GEOMETRY**

(1 Unit) This course is guided by the Common Core Curriculum adopted by the NYS Education Department. It represents a less rigorous alternative to the Regents level Geometry curriculum. Through a consideration of Euclidean, transformational and coordinate approaches, students will investigate situations in order to justify geometric relationships and properties of geometric figures. Major emphasis will be placed on: congruence, constructions, similarity, trigonometry, 3-D geometry and circles with a lessened emphasis on reasoning and proofs. This course requires the use of a graphing calculator and culminates with a local final examination in June.

### **ALGEBRA 2 AND TRIGONOMETRY**

(1 Unit) This course follows the Common Core Curriculum adopted by the NYS Education Department. Algebra 2 and Trig is a rigorous and fast paced course which provides an in-depth study in advanced algebra, trigonometry, probability and statistics. Major emphasis will be placed on solving algebraic equations and inequalities, polynomial operations, factoring, quadratic applications, the complex number system, operations with rational expressions, solving rational equations, simplifying and performing operations on radicals, solving radical equations, relations and functions, logarithmic, exponential, trigonometric functions and solving higher order polynomials. This course requires the use of a graphing calculator and culminates with a local final exam in June.

*Prerequisite Course: Algebra 1 and Geometry*

### **ALGEBRA 2 AND TRIGONOMETRY HONORS**

(1 Unit) This is an intensive honors course that follows Geometry Honors and is guided by the Common Core Curriculum adopted by the NYS Education Department. It follows the same curriculum as Algebra 2 and Trig but at a more in depth, greater level of difficulty and application and includes additional topics of study in preparation for Precalculus Honors. These topics include but are not limited to graphing and absolute value of complex numbers, the sum and product of roots, quadratic inequalities, solving higher order equations, logarithmic regressions, phase shifts of trigonometric functions, graphing reciprocal trig functions, solving trigonometric functions, trigonometric identity proofs and rational functions. This course requires the use of a graphing calculator and culminates with a local final exam in June.

*Prerequisite Course: Algebra 1 and Geometry Honors*

### **INTERMEDIATE ALGEBRA**

(1 Unit) This course is guided by the Algebra 2 and Trig Common Core Curriculum adopted by the NYS Education Department. It presents the Algebra 2 and Trig curriculum in a format that regulates

the pacing and increases time on tasks to ensure students can build the essential skills and foundational content knowledge. Major emphasis is placed on the following topics: functions, domain, composition, inverses, transformations, polynomial, rational and radical relationships and functions. This course requires the use of a graphing calculator and culminates with a local final examination in June.

*Prerequisite Course: Geometry or Quantitative Geometry*

### **COLLEGE ALGEBRA WITH TRIGONOMETRY - ECE**

(1 Unit) This course is an introduction to college mathematics and is offered as part of the “Early College Experience” program. In partnership with SUNY/WCC, successful students will earn 4 college credits and an official SUNY transcript. Topics include linear functions, quadratic functions, polynomial functions, rational functions, systems of linear equations, and trigonometric functions. All students will earn 1 mathematics credit toward graduation, and students seeking college credit must meet the SUNY/WCC placement criteria.

*Prerequisite Courses: Algebra 1 or Algebra 1A&1B AND Algebra 2 or Intermediate Algebra.*

**SUNY/WCC CREDIT:** 80+ on 1 NYS Mathematics Regents Exam **OR** PSAT or SAT Math Score 530+ **OR** ACT Math Score 22+ **OR** Overall average of 80+ in 3 High School Math classes and 75+ in Algebra 2.

### **FINANCIAL ALGEBRA**

(1 Unit) Financial Algebra is a course designed to develop a strong foundation in logical thinking and problem solving that will enable students to make informed decisions regarding matters of money and finance in their daily lives. In this class students will practice algebra mathematics using financial business applications. Specific areas that will be covered includes the decision making process, financial aspects of career planning, financial management, income analysis, budgeting techniques, savings and investment strategies in order to meet short and long term goals, evaluation of services offered by financial institutions, managing credit cards and debt, risk analysis, fraud and financial loss. Students will learn work readiness skills to prepare them for career and college.

*Prerequisite Course: Quantitative Geometry or Intermediate Algebra*

### **PRECALCULUS**

(1 Unit) This is a college preparatory course, designed to provide students with the required skills to be successful in a college-level Calculus course or AP Calculus AB. Major emphasis is placed on the study of: functions and inverse relations; trigonometric functions and identities; the study of polynomial, rational, logarithmic and exponential functions; and selected topics in analytic geometry. Both a graphing and scientific calculator are required and are used to reinforce, explore and investigate applications throughout the year. This course culminates in a local final examination in June.

*Prerequisite Course: Algebra 2 & Trigonometry*

### **PRECALCULUS HONORS**

(1 Unit) This is an intensive honors college preparatory course, designed to provide students with an in-depth study in advanced skills required to be successful in a college-level Calculus course, AP Calculus AB, or AP Calculus BC. Major emphasis is placed on the study and understanding of topics



at a deep and conceptual level. Topics include analytical geometry, continuous and discontinuous functions and their graphs, conics, circular and exponential functions, sequences and series, polar coordinates, and limits. Additional honors topics include, but are not limited to: matrices, parametric equations, mathematical induction, and an introduction to differential calculus. This course requires the use of a graphing calculator and culminates in a local final examination in June.

*Prerequisite Course: Algebra 2 and Trigonometry Honors*

### **CALCULUS - ECE**

(1 Unit) This full year calculus course is designed with a focus on business and economics and is intended to give students the appropriate conceptual and computational mathematical background for future study in business. Applications emphasize business and social sciences. Topics include limits and continuity, derivatives and integrals, with an emphasis on applications. Business and economic applications are emphasized and include cost-benefit models, supply and demand curves, marginal cost and profit functions, growth and decay models, optimization techniques and average cost. This course requires the use of a graphing calculator and culminates with a final examination in June. 4 CREDITS are available from WCC if a student's eligibility requirements are met. Registration is found online and must be completed by mid to late October.

*Prerequisite Course: Precalculus*

### **AP CALCULUS AB**

(1 Unit) AP Calculus AB is a highly rigorous, college level mathematics course with high expectations designed to build students' in-depth understanding of calculus. Students enrolled in this course intend to take the nationwide AP exam. Success on this examination could potentially result in earned college credit. The course is designed for students who have a thorough and complete knowledge of Geometry, Algebra 2 & Trigonometry, and Pre-Calculus. The AP Calc AB course will call on the skills and information acquired from these prerequisite courses to complete units of study of Limits and Continuity, Differentiation, Integration and Accumulation of Change, Differential Equations, all with a major emphasis on application(s). The curriculum emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, and algebraically. The AP Calc AB course will be fast-paced and challenging and thus students should expect to work hard for the entirety of the course.

*Prerequisite Course: Precalculus, Precalculus Honors and teacher recommendation*

### **AP CALCULUS BC**

(1 Unit) AP Calculus BC is the most rigorous and intensive course offering. It includes a thorough examination of college calculus with very high expectations designed to build student's in-depth understanding of calculus. This course covers all topics listed in AP Calculus AB, and extends to cover topics such as Parametric and Polar Equations, Polar Coordinates, Vector-Valued Functions, Infinite Series and Sequences. The intention of students enrolled in this course is to take the nationwide Advanced Placement Calculus BC examination in May. Success on this exam could potentially result in earned college credit.

*Prerequisite Course: Precalculus Honors and teacher recommendation*

### **STATISTICS - ECE**

(1 unit) This course is an introductory statistics course which focuses on concepts and applications rather than in-depth coverage of traditional statistical methods. Topics include sampling and experimentation, descriptive statistics, probability, binomial and normal distributions, single

samples and two sample hypothesis tests for means and populations. No matter what you are planning to study in college, you will probably end up studying statistics; it is widely used in many fields including business, psychology, sociology, health science and more. The course requires the use of a graphing calculator and culminates with the administration of a local final exam in June.

*Prerequisite Course: Algebra 2 & Trigonometry, Intermediate Algebra or PreCalculus*

### **AP STATISTICS**

(1 unit) This course is a college level mathematics course with very high expectations and level of rigor. This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. All students in the course are encouraged to take the Advanced Placement Statistics Exam. Success on this exam could potentially result in earned college credit. A variety of statistical applications will be explored after the Advanced Placement Statistics Examination.

*Prerequisite Course: Successful completion of Regents Algebra 2 and Trig OR Precalculus.*

*Suggested Guidelines: 90+ Algebra 2 and Trig or 80+ Algebra 2 and Trig Honors, 90+ PreCalculus or 80+ Precalculus Honors, and teacher recommendation.*

## **SCIENCE AND TECHNOLOGY DEPARTMENT**

Ms. Karyn Langke, Coordinator  
241-6043

The Science Department is unified in encouraging all students to take at least one course in each of the following disciplines before they graduate from FLHS: Earth Science/Geoscience, Life Science (Biology/Living Environment), Chemistry, and Physics. We stand by this recommendation because it provides students with the foundation required for true science literacy. Science literacy can be defined as the ability to form opinions about science-based issues that will enable them to participate fully in modern society, appreciate the world around them, and to make informed personal choices. In accordance with this philosophy, the department offers a comprehensive selection of core courses (Regents and non-Regents), elective and advanced course offerings representing each of the four major branches of science.

### **GRADUATION REQUIREMENTS:**

Students must earn three units of credit in science to graduate. Two of the units must consist of one course from the Physical Setting (Earth Science, Chemistry, or Physics) and one course from the Living Environment core curricula. The third may be from either life sciences or physical sciences, or from an approved course integrating math, science and engineering. Students taking Living Environment, Physical Setting/Earth Science, Physical Setting/Chemistry, and Physical Setting/Physics must successfully complete the State-mandated laboratory requirement, which includes 1200 minutes (20 hours) of hands-on laboratory experience with satisfactory laboratory reports. Students must pass one Regents examination in science for a Regents Diploma and two Regents examinations for an Advanced Regents Diploma.

### **BIOLOGY REGENTS**

(1 unit) The goal for students in the Biology Regents course is to understand and appreciate how organisms function and interact with each other and their environment. Our study will include the

following topics: Nature of Life, Microscopy, Scientific Method, Biochemistry, Cytology, Genetics, Evolution, Human Physiology, Ecology and Human Impact on the Environment. The New York State Standards will guide our discovery of the Living Environment. Admission to the Final Regents Examination is contingent upon satisfactory completion of a required minimum of 20 Lab Hours with written reports to the satisfaction of the instructor.

### **BILINGUAL BIOLOGY REGENTS**

Students in the Bilingual Biology Regents course will learn in a bilingual Spanish-English setting about how organisms function and interact with each other and their environment. Topics studies will include the nature of life, microscopy, the scientific method, biochemistry, cytology, genetics, evolution, human physiology, ecology and human impact on the environment. Admission to the Final Regents Examination is contingent upon satisfactory completion of a required minimum of 20 Lab Hours with written reports to the satisfaction of the instructor.

**Prerequisite:** Teacher recommendation, interview by instructor, parental permission, and advanced language proficiency in Spanish.

### **ESOL 2 SCIENCE**

(1 unit) ESOL Science is designed to provide an introduction to foundational concepts and ideas related to biology. English Language learners will expand their knowledge of English grammar, expand their academic vocabulary and practice reading and writing strategies while exploring science topics, such as the scientific method, microscopy, biochemistry, cytology, ecology and human impact on the environment through an inquiry-based, hands-on approach. Students will have the opportunity to engage in field work, laboratory experiments, and research projects.

### **INTEGRATED SCIENCE**

(1 unit) Unified Science focuses on the foundations of both Physics and Chemistry. It is a primer for students who may want to take a higher level Physics or Chemistry class and would benefit from additional time to build foundational skills. It is also for students who want to take upper level Science electives but have not yet taken all four disciplines of science. Some topics we will cover include: how and why chemical reactions occur, Newton's laws, electricity and the math behind it all. These topics will be explored through hands-on labs that connect both sciences in a fun and meaningful way.

**Prerequisite:** Students will have previously enrolled in Living Environment and Earth Science Regents.

### **CHEMISTRY REGENTS**

(1 unit) Emphasis will be placed on experimental evidence from which some fundamental laws of chemistry are derived. The course involves a study of chemical and physical change in matter and the energy change that accompany these processes. The final examination is the Physical Science: Chemistry, Regents Examination. New York State Education Department policy mandates the completion of a minimum of 1200 minutes of laboratory experience with written reports completed to the satisfaction of the instructor to qualify to take the Regents Examination.

**Prerequisite:** The student must have successfully completed both Living Environment and Algebra I.

*Suggested Guidelines:* 65+ on both Living Environment and Algebra I Regents exams and a teacher recommendation.

## **CHEMISTRY HONORS**

(1 unit) Designed for students who intend to study science, engineering or pre-medicine in college and who have demonstrated a high level of mastery in both math and science. Chemistry Honors will prepare students to be successful on the New York State Chemistry Regents Examination. The course includes topics from the Physical Setting/Chemistry core curriculum as well as advanced topics and concepts including equilibrium constants, ideal gas law, standard reduction potentials, limiting reagents, Hess's law, and predicting reactions.

**Prerequisites:** Students will have successfully completed Living Environment and Algebra I.

*Suggested Guidelines:* 90+ class average and Regents exam score in Living Environment and Algebra I, and a teacher recommendation.

## **APPLIED PHYSICS**

(1 unit) Students taking this course will develop an appreciation and understanding of physics and the scientific method by engaging in highly relevant problem-based learning. Units focus on a variety of topics including: the physics of driving, aerodynamics, and rocketry. Students will learn to solve problems using critical thinking skills they will need in the 'real world' beyond high school and they will come to recognize the benefits, as well as the limitations, of science and technology.

**Prerequisites:** Students will have successfully completed two Science Regents courses.

## **PHYSICS**

(1 unit) Physics is the study of how matter and energy relate to each other, and how they affect each other over time and through space. This course will help students acquire factual knowledge within a conceptual and thematic framework, practice experimental design and interpretation, work collaboratively with other students in challenging labs, class activities and projects including the annual rubber-band powered car competition, and develop critical thinking skills. Topics include: laws of motion; conservation of energy and momentum; forces; electricity and magnetism (including circuit analysis and design), characteristics and behavior of waves, sound and light; and atomic, nuclear, and quantum physics. Students who choose to take Physics must understand that the course is rigorous and requires a disciplined work ethic.

**Prerequisite:** Successful completion of, or concurrent enrollment in, Algebra II.

## **ACCELERATED PHYSICS (Must be taken with an AP Science)**

(1 unit) This Physics course follows a demanding curriculum that will move at a rapid pace and requires a commitment to study at home on the part of the student. This course is for students who have a keen interest in studying science/engineering and may be thinking about pursuing those endeavors in college and who plan to enroll concurrently in an AP Science this year, and possibly enrolling in AP Physics the following year. This course will help students acquire factual knowledge and analytical skills within a conceptual and thematic framework, practice experimental design and interpretation, work collaboratively with other students in challenging labs, class activities and projects, and develop critical thinking skills. This course culminates with a demanding local final.

**Prerequisite:** Successful completion of Regents Chemistry and Algebra II.

**Co-requisite:** Pre-calculus or equivalent and a core lab AP Science class.

*Suggested Guideline:* Successful 11th grade students who are able to work independently and collaboratively, are organized, and are able to self-direct their study. Reliable predictors of success:

85 or above on all Regents Science/Math examinations and more reliably a pattern demonstrating the willingness to put the time into study and doing the necessary hard work.

### **CAPSTONE STEM**

(1 unit) Capstone STEM focuses on the Scientific Method along with developing soft skills that are important in many science sector careers. After an in-depth introduction to the scientific method, students will have opportunities to create and run experiments of their own design. The experiments will take place on campus and be supported, overseen, and approved by the instructor of the course. There will be benchmarks and meetings that students have to complete throughout the year including a student-designed Science Expo for the BCSD community.

### **SCIENCE RESEARCH**

#### **INTRODUCTION TO SCIENCE RESEARCH**

(1 unit) **2 COLLEGE CREDITS.** Through independent learning conducted during the summer before entering this program, students gain a foundation of knowledge about science, math and engineering topics of interest. Upon entering the school year, students engage in a review of scholarly literature to achieve a deep understanding of a specific area within their chosen field of focus. Students will search for and connect with a professional scientist mentor in order to develop a research project for the following summer and their next year of science research. Bi-weekly meetings between student and instructor will be used to monitor progress and provide support for the student. Goals for the student include but are not limited to: development of independent study skills; authentic scientific research; direct communication with the scientific community; demonstration of perseverance, resourcefulness, communication skills, and enthusiasm; presentation of research ideas to peers; preparation for participation in future local and national science competitions; and participation for the Somers 1st Year Research Student Competition. Participation in the end-of-the-year FLHS Science Research Symposium is required. 2 college credits through the University of Albany are offered to students who complete this course, conduct research over the summer, and continue on to the second year (see Intermediate Science Research). Summer research is expected of students planning to continue in the program.

**Prerequisite:** Must be in 10<sup>th</sup> grade (11<sup>th</sup> graders may join with permission of instructor), parental permission, teacher recommendation, interview by instructor. The core unit of study will require significant time outside the school day and during the summer for lab visits or fieldwork.

#### **INTERMEDIATE SCIENCE RESEARCH**

(1 unit) **4-6 COLLEGE CREDITS.** The 2<sup>nd</sup> year of the research program immerses students in their research throughout the school year. Projects may involve trips to the lab/field, where students, under guidance from the scientist mentor and instructor, conduct an original project that they developed during their first year of science research. Data is collected over the previous summer and analyzed during the beginning of the school year. 2<sup>nd</sup> year students qualifying for various local, regional, state, national and/or international science competitions are encouraged to participate. Inherent within the framework of the science research program is the efficient and accurate communication of technically demanding information. Students continue reading journal articles on their specific research topic while honing their technical and professional communication skills. Students will learn about public speaking, presenting to peer-groups and professional scientists, organizing and producing a technical poster and professional slide presentation, and organizing and writing a formal research paper. Participation in the end-of-the-year FLHS Science Research Symposium is required. College credit through the University of Albany is available for both school

year (4 credits) and summer research (2 credits). Bi-weekly meetings between the student and instructor will be used to monitor progress and provide support for the student. Summer research is required for students continuing on to the 3<sup>rd</sup> year in the program.

**Prerequisite:** Parental permission, permission of instructor, successful completion of Introduction to Science Research. The core unit of study will require significant time outside the school day and during the summer for lab visits/fieldwork.

### **ADVANCED SCIENCE RESEARCH**

(1 unit) **4 COLLEGE CREDITS.** The 3<sup>rd</sup> year of the research program focuses on the further development of key scientific communication skills. Students are encouraged to present his/her original research in various local, regional, state, national, and international science symposia and competitions, including the—Regeneron (formerly Intel) Science Talent Search. Students will continue to learn about public speaking, presenting to peer-groups and professional scientists, organizing and producing a technical poster and professional slide presentation, and organizing and writing a formal research paper. Participation in the end-of-the-year FLHS Science Research Symposium is required. Bi-weekly meetings between the student and instructor will be used to monitor progress and provide support for the student. Four college credits through the University of Albany are offered for the school year.

**Prerequisite:** Parental permission, permission of instructor, successful completion of two years of Science Research. The core unit of study will require significant time outside the school day for lab visits/fieldwork.

### **ANIMAL BEHAVIOR**

(1/2 unit) Animal Behavior is a ½ year, non-lab, introductory course that probes to answer how animals think and learn. Students investigate the human/animal relationship as well as patterns of behavior within a broad spectrum of species from the animal kingdom. The course will include fieldwork and hands-on experiences with animal training. Other topics examined range from interspecies communication and evidence of intelligence to parental care and social bonding.

### **ETHICS of SCIENCE**

(1/2 unit) Many of the current moral issues have their foundation in technology therefore it is necessary that we focus our attention on science ethics. This is an interdisciplinary subject that intersects the core sciences, ethics and society. This course will investigate the history of science ethics and will focus on the legal, moral and ethical dilemmas that have been created by advances in science and technology. Our society, including our legal system, has not been able to keep pace with these changes. What was once black and white has now become a large gray area in decision making. The purpose of this course is to get students to think critically and effectively. Students will be taught HOW to think rather than WHAT to think. The format of the course will be based on a case study approach to investigate current science ethical dilemmas. Prerequisite: Successful completion of Living Environment.

### **EPIDEMIOLOGY AND PUBLIC HEALTH SCIENCE**

(1/2 unit) Our grasp of disease, disease prevention, transmission and spread, and treatment has been a tremendous spotlight in our world. In this course, students will delve deeper into the complexities of disease on a biological, chemical, and ethical level through the use of case studies and statistical analysis. The course is designed to better prepare those interested in public health and medical science as well as those looking to have a better understanding of the world of disease

we live in on a daily basis. Units of study include Epidemiology versus Virology, Investigating Infectious and Chronic Disease, and Disease Prevention.

**Prerequisite:** Successful completion of Regents Living Environment/ Co-requisite: Algebra 2

### **BILINGUAL PUBLIC HEALTH**

Students in the Bilingual Public Health course will learn in two languages (English and Spanish) to develop a better understanding of epidemiology, disease prevention, treatment and transmission, preventive medicine guidelines, healthcare careers, practices that promote healthy habits at home and at work, health economics and equitable access to healthcare.

**Prerequisite:** Teacher recommendation, interview by instructor, parental permission, and advanced language proficiency in Spanish.

### **OUTDOOR EXPLORATION**

(1/2 unit) This half year course will provide a valuable opportunity to use our vast campus and explore an option outside of the traditional four walls of a classroom. Many studies have shown advantages to outdoor learning. Students will be able to develop independence, empathy, confidence, creativity, problem solving, and decision making skills. This semester-long course will be divided by weekly themed topics such as hiking, basic first aid, survival skills, building bat or bird boxes, and many more including one off campus enrichment experience. This course will allow you to foster and embrace a passion for the outdoors while incorporating scientific curiosity. The greatest requirement for an outdoor education student is the desire to be outdoors and learn. Once the seed is planted, a lifetime of excitement awaits.

**Prerequisite:** Successful completion of Regents Living Environment or Regents Earth Science

### **UPPER LEVEL ELECTIVES AND ADVANCED COURSES IN SCIENCE:**

Offered to juniors and seniors who have completed a 3-year sequence or wish to double (take two courses concurrently) in science. These courses are not intended to be a third year in a science sequence.

### **THE SCIENCE OF FOOD**

(1/2 unit) The science of food is a true STEAM experience for students as they explore the many disciplines of science through the lens of food. Food safety and security are top priorities in our global economy. In this class students will gain an understanding of the evolution of food, food culture and how it is woven into the fabric of civilization. We will explore the integrated nature of the systems that sustain our very existence and draw on our understanding of all four disciplines of science to do so. Students will grow, preserve and prepare foods in the lab to gain hands-on experience while learning the basics of nutrition and farming. This course gives students an opportunity to learn the science of sustainability when it comes to food and to make data driven decisions that will not only impact them but impact our local and global community.

### **SUPA FORENSICS (Chemistry 113 – Syracuse University)**

**Syracuse University Project Advance** (1 unit; 4 college credits available through Syracuse University) Chemistry 113: Forensic Science is focused upon the application of scientific methods and techniques to crime and law. Recent advances in scientific methods and principles have had an enormous impact upon law enforcement and the entire criminal justice system. This course is intended to provide an introduction to understanding the science behind crime detection. Scientific methods specifically relevant to crime detection and analysis will be presented with emphasis

placed upon the techniques used in evaluating physical evidence. Topics may include blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA analysis, drug chemistry and toxicology, fiber comparisons, paints, glass compositions and fragmentation, fingerprints, soil comparisons, and arson investigations, among others. Laboratory exercises will involve techniques commonly employed in forensic investigations.

**Prerequisites:** Successful completion of Regents Living Environment and Regents Physical Setting/Chemistry or with permission of instructor.

### **SUNY Oneonta GEOLOGY**

(1 unit; 4 college credits available through SUNY Oneonta) Students will explore how the Earth works and why a comprehensive understanding of the Earth is critical to effectively managing the many environmental issues facing our world today. A portion of the year is dedicated to understanding how geology plays a critical role in how we access and manage our drinking water. There is a strong focus on the unifying concept of plate tectonics including earthquakes, volcanoes, mountain-building, hot springs, formation of continents, renewable and non-renewable energy. Students immerse themselves in an independent research project during the final 4 weeks of the school year. \*Students are registered at SUNY College at Oneonta as a non-matriculated student and will earn 4 credits.

### **SUNY The Science of Natural Disasters**

Course provides an overview of natural disasters, such as earthquakes, volcanic eruptions, floods, tsunamis, mass movement, meteorite impact and severe weather (including hurricanes and longer term climate change). Students will learn about the geological and meteorological processes responsible for producing these disasters through the use of various national and international data sources, as well as local and national case studies. Lab experiences will provide opportunities for the application of the scientific method. In addition, this course will demonstrate how science can influence personal, societal, and governmental decisions.

### **AP BIOLOGY**

(1 unit) The AP Biology course focuses on enduring, conceptual understandings. Students spend less time on factual recall and more time on inquiry-based learning of essential biological concepts. The curriculum is centered on 4 Big Ideas (1. Evolution, 2. Cellular Processes: energy and communication, 3. Genetics and Information Transfer, and 4. Biological Systems and their Interactions). Students develop advanced inquiry and reasoning skills through laboratory experiences. Students should note that the AP Biology course is equivalent to a **two-semester** college introductory biology course. The course is fast-paced and students should be prepared to spend time outside of class on course work. The course culminates with a final exam *and* the AP Biology exam in May, followed by a mammalian dissection. There is a required summer assignment to be completed prior to the course.

**Prerequisites:** Successful completion of Living Environment and Physical Setting/Chemistry.

### **AP CHEMISTRY**

(1 unit) This is a college level, general chemistry course. Topics include chemical bonding, stoichiometry, states of matter, principles of thermodynamics, chemical kinetics, equilibrium, electrochemistry. The course culminates with a demanding final exam *and* students are strongly encouraged to take the AP Chemistry test in May.

**Prerequisites:** Successful completion of Physical Setting/Chemistry and Algebra 2.



## **AP ENVIRONMENTAL SCIENCE**

(1 unit) The AP Environmental Science course is designed to be the equivalent of an introductory college course in Environmental Science that includes a strong laboratory-component. Emphasis is placed on the scientific principles, concepts, and methodologies necessary to understand and evaluate interrelationships in the natural world. Students will learn to identify and analyze environmental problems, both natural and manmade, from a "systems" perspective, and to evaluate the risks associated with these problems. Finally, students will explore alternatives and solutions to the identified problems. The course culminates with a final exam *and* the AP Examination in May.

**Prerequisites:** Successful completion of two of the following: Living Environment, Physical Setting/Earth Science, or Physical Setting/Chemistry.

## **AP PHYSICS C, MECHANICS**

(1 unit) The AP Physics course at Fox Lane is a demanding curriculum corresponding to approximately one semester of college level physics study. Students who endeavor to challenge themselves in this course will be presented with an advanced level of calculus based physics content including kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; gravitation; and oscillations. In addition to the thematic content experience, students will develop superior problem solving skills through various class and college level laboratory challenges. Students who choose to take AP Physics must understand that the course is intended to be a vigorous, well-disciplined undertaking, fully challenging to the most able students. The course culminates with a demanding final exam *and* students are strongly encouraged to take the AP Physics C test in Mechanics in May. For more information on the course content, please speak with the instructor.

**Prerequisite:** Successful completion of Physics Regents or equivalent study and recommendation from current science teacher.

**Co-requisite:** AP AB or BC Calculus, or similar preferred.

## **TECHNOLOGY**

### **DESIGN & DRAWING FOR PRODUCTION: IED**

(1 unit; 3 college credits available through Rochester Institute of Technology) The major focus of this course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Students use Fusion360 solid modeling software to design solutions to problems while they learn how to document their work and communicate solutions to peers and members of the professional community. This course satisfies the one credit aesthetic requirement. This course is appropriate for students in all grades 9-12.

### **PRINCIPLES OF ENGINEERING**

(1 unit; 3 college credits available through Rochester Institute of Technology) This course is designed to enhance general technological literacy and exposes students to some of the major concepts they will encounter in a college engineering course of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of engineering concepts. Students employ engineering and scientific principles in the solution of design problems. Students advance their problem-solving skills and apply their knowledge of

research and design to create solutions to various challenges – including several different robot building and programming challenges. This course is appropriate for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students.

**Prerequisite:** Successful completion of one year of HS Math and Science.

### **COMPUTER INTEGRATED MANUFACTURING**

(1 unit; 3 college credits available through Rochester Institute of Technology) Students in this course learn the fundamentals of computerized manufacturing technology and build on the solid-modeling skills developed in the Introduction to Engineering Design course. Students use 3-D computer software to solve sophisticated design problems. Students assess solutions through mass property analysis (the relationship of design, function, and materials), modify their designs, and use rapid prototyping equipment including a computer controlled milling machine and a 3D printer to produce physical models of their solutions. The course includes Computer Modeling, Computer Numerical Control (CNC) Equipment, Computer-aided Manufacturing (CAM), Robot building and programming, and Flexible Manufacturing Systems. This course is appropriate for 11<sup>th</sup>, and 12<sup>th</sup> grade students.

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

*Suggested Guideline:* Successful completion of Principles of Engineering.

### **ENGINEERING DESIGN AND DEVELOPMENT**

(1 unit) EDD is the capstone course in the Fox Lane High School engineering program and draws on the concepts and skills of the foundational courses. EDD is an engineering research course in which students work in teams to design and develop an original solution to a valid, open-ended technical problem of their choice by applying the engineering design process. Students will work closely with experts and will continually hone their organizational, communication and interpersonal skills, their creative and problem solving abilities, and their understanding of the design process. Student teams will present and defend their original solutions to an outside panel of local engineers and other professionals working in high-tech fields. This course is appropriate for 12<sup>th</sup> grade students who have completed at least two courses in engineering.

**Prerequisite:** Successful completion of at least two Engineering courses or department coordinator approval.

### **COMPUTER SCIENCE**

(1 Unit) This is an introductory computer science class geared toward students that may have had some experience with coding in the past and are interested in learning how to develop and write their own code. Students will learn to use the design process to write their own codes in JavaScript. At the conclusion of this course students will be prepared to take either AP Computer Science or AP Computer Science Principles.

### **AP COMPUTER SCIENCE A**

(1 Unit) This is a rigorous course in coding and is equivalent to a one semester college level introductory course in computer science. Students learn to code using the Java programming language. Students will be prepared to take the AP Computer Science A exam in May. While not a requirement, it is strongly recommended that students complete a prior course in computer science. If a prior course is not completed, department approval is required. Topics include: problem solving, design strategies and methodologies, organization of data (data structures),

approaches to processing data (algorithms), analysis of potential solutions, the ethical and social implications of computing, and more.

### **AP COMPUTER SCIENCE PRINCIPLES**

(1 Unit) This is a college level course that offers students the opportunity to gain exposure to computing and study its effects and integration into the real world. Students learn how computers work and function as a part of the internet, creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. This course will help students develop a thorough grasp of the computing foundations and concepts relevant to college and careers that involve every field today. Multidisciplinary in nature, the course teaches students to analyze problems, use creative thinking, and collaborate to investigate solutions to real-world issues using computing. Students need to have strong communication and writing skills to be successful in the course. Students will be prepared to take the AP Computer Science Principles Exam in May which also includes a portfolio of projects submitted beforehand.

## **SOCIAL STUDIES AND BUSINESS DEPARTMENT**

Ms. Jenny Olson - Coordinator

241-6032

Social Studies and Business are critical components in the education of our students to make them active, engaged, and productive citizens. The FLHS Social Studies and Business Department believes that both disciplines prepare students for their postsecondary futures, including the practices and literacies needed for college-level work, and the critical thinking, problem solving, and collaborative skills needed for the workplace. We utilize the NYS Frameworks and College Board expectations in the development of Social Studies curricula and the NYSED Learning Standards for Business and Marketing Education for our Business courses. As a result, our course offerings support students in (1) developing questions and planning inquiries; (2) applying disciplinary concepts and tools; (3) evaluating sources and using evidence; and (4) communicating conclusions and taking informed action. Each of these components represents skills that students will use in their roles as student, employee, and most importantly as informed and engaged citizens of the world. (National Council for the Social Studies)

### **THE FOUR-YEAR REQUIREMENTS**

Students are required to successfully complete the following minimum requirements before graduation:

Global History	9th grade
World History	10th grade
United States History and Government	11th grade
Economics and Government	12th grade

### **EXAMINATIONS**

Students will take the NYSED Regents Examination at the end of their World History course in the 10th grade and at the end of their United States History course in the 11th grade. The Regents exams will count for 12% of the final course grade.

### **9<sup>th</sup> GRADE**

#### **GLOBAL HISTORY R**

(1 unit) Do you wonder why different countries and cultures get along...or don't? The roots of our

complex world, with its global connections and conflicts, lie in the past. In this course, students will explore enduring issues and common themes that are present in the earliest civilizations and continue to the modern world. Our approach will be chronological and thematic, covering world history until the mid-1750s. The course prepares students for the 10<sup>th</sup> grade Global History and Geography Regents exam by developing the thinking and writing skills needed for the Enduring Issues essay as well as more advanced work in Social Studies. At the end of the course, students will take a final exam modeled after the Regents exam format. Additionally, upon successful completion of the course, students can continue to World History Regents or AP World History.

*Global Studies students receive an unweighted H credential for earning at least a 93 average for the year and a 90 or above on the final exam. This H credential is an award for class achievement and is used as a tool for making recommendations for AP World History in grade 10.*

## **10<sup>th</sup> GRADE**

### **WORLD HISTORY R**

(1 unit) The course will specifically address the NYS Social Studies Framework for World History and Geography. Grade 10 begins with a snapshot of the world circa 1750. The course then continues chronologically up to the present. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology, and globalization. The last units address global issues, applying a more thematic approach. Students will develop their historical thinking and analysis skills through examination of enduring issues in World History. The course culminates in the World History and Geography Regents.

### **ADVANCED PLACEMENT WORLD HISTORY**

(1 unit) Are you interested in learning about societies in Africa, Asia, Europe, and the Americas? This rigorous course develops a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies through a combination of factual knowledge and analytical skills. Students are expected to have a desire to challenge themselves, a genuine interest in history and culture, and a willingness to complete a copious amount of content reading after school hours. Students interested in AP World should not rely on their grade in Global 9 as a measure of AP readiness. Students who get high scores in Global History often find that AP World is challenging due to the level of difficulty of the texts and the evaluation of writing based on national standards. A strong work ethic and a growth mindset is crucial for success in AP World History.

The major chronological units of study in this course will be 1200-1450 C.E., 1450 C.E.-1750 C.E., 1750-1900, and 1900-present as written in the AP World History framework. This course culminates with the AP exam in May. Students are required to take both the Global History Regents and the AP World History exams.

*Suggested Guidelines: 93+ average in 9R, 90 on the final, and teacher/department recommendation.*

## **11<sup>th</sup> GRADE**

### **UNITED HISTORY R**

(1 unit) What if the colonies never rebelled against England!? Where would we be now? US History Regents begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written in the Constitution. The development of

the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization, and the accompanying problems are examined, along with America's emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, the threat of terrorism, and the place of the United States in an increasingly globalized and interconnected world. All students in this course will take the US History and Government Regents Exam.

### **ADVANCED PLACEMENT UNITED HISTORY**

Do you love studying American History? Do you like thinking about different perspectives on significant events? Do you like taking academic risks, such as discussing with your peers? Do you like to write evidence based arguments? Are you willing to take on the journey of becoming a better writer and thinker of history? If so, AP US History is the course for you. AP United States History is a demanding curriculum that will move at a rapid pace and requires a substantial time commitment on the part of the student. This course is for Fox Lane students who have a keen interest in studying historical evidence from different perspectives. Assessments are based on the national College Board standard of rubrics.

FLHS APUSH Expectations:

- 20 to 30 minutes of homework a night: Reading, note taking, Skills Practice
- Make meaningful contributions in class discussions
- Advocate for yourself when needed / attend review sessions

College credit may be earned upon successful completion of the Advanced Placement examination in May.

*NOTE: AP students will take the United States History and Government Regents and are encouraged to take the AP United States History exam.*

*Suggested Guidelines: 94+ average in 10R and teacher/department recommendation OR completion of AP World History and teacher/department recommendation.*

## **12<sup>th</sup> GRADE**

### **ECONOMICS**

(1/2 unit) Don't be left behind in a world of fast technological change. Help solve global economic challenges such as national debt, high tuition costs and personal finances. Be a part of changes and discover a role in an economy that would include you. This is a required half-year course that introduces students to the essential components of Economics. The course will focus on essential terms and ideas that form the foundation of economic study. The course is a student-centered course where students are encouraged to participate in Economic simulations and solve problem-based learning tasks. They are asked to be active learners as they acquire knowledge about global and national economic issues. This course fulfills the requirements stated in the New York Social Studies Standards concerned with Economics.

### **GOVERNMENT**

(1/2 unit) Government and politics impact every part of our lives. It affects the way we live and the opportunities we are given. This half-year course will improve your understanding of our Federal, State and local governments. Students will complete projects that demonstrate an understanding of the relationship between government and society. Examples of this include studying the elements of party platforms, speeches in the context of a presidential election, or analyzing the relationship

between business and government in the new era of globalization. The processes of public policy formation are explored at the local, state and national levels. This course fulfills the requirements stated in the New York Social Studies Standards concerned with Government.

### **SOCIETY, LITERATURE AND TRUTH (Honors Economics and Government)**

(2 units) 1 English, 1 Social Studies: fulfills Senior English and Government/Economics (Social Studies) requirements. This year-long interdisciplinary course is a seminar taught by an English teacher and a Social Studies teacher in a two period block of time.

SLT is a course where students and teachers explore, in a collaborative and multidisciplinary way, four themes that influence our humanity: Truth, Freedom, Identity, and Economics. The complexities of these themes will be explored through daily reading, writing, listening and speaking. Our journey will be framed by essential questions which include, but are not limited to:

- What is the truth?
- How are our freedoms protected and limited? What does it mean to be morally right or morally wrong? To what extent do we learn these ideas of right and wrong from our environment? To what extent is this morality intrinsic?
- What shapes your identity, and can you change it?
- How do the Fundamental Questions of Economics help us to understand the world of economics?

These themes will be explored through an interaction with some of the great thinkers, past and present, who have pondered these fundamental concerns in their writing and art.

#### **Course Structure:**

The structure of SLT will include: reading, writing prompts, individualized work, small group work, and whole class seminars. This structure is designed to promote the development of skills critical for post-secondary success. Additionally, the goals of each seminar period are:

- a) to equip students with the skills to decipher challenging texts independent of teacher guidance, and
- b) to provide a forum for students to exercise and grow their capacity for rational critical judgment.

Effective Socratic seminars, in which students are asked to exercise their capacity to choose amongst "truths" and articulate and defend their choices, are conducted under the assumption that seminar leaders do not possess the answers to the questions and problems upon which the class focuses. In the seminar, teachers act as Socratic questioners, coaches, and conversation facilitators, in addition to being genuine participants in the collaborative inquiry into challenging texts.

## **PUBLIC AFFAIRS HONORS\***

(1/2 unit) This course will be a college level expectation project-based course. There are no traditional exams in this class. Students will be required to hand in weekly current event assignments, participate in discussions, and will write a college-level research paper. This is a very current events heavy class but other topics that will be discussed include how the US government functions, Constitutional Rights and recent Supreme Court cases of significance, political ideologies, social media's impact on society, controversial domestic issues, and current topics facing our country. This course is designed for students who like to participate in discussions, for students who can work independently, and for students who can work on content outside of class. Students will be required to participate in class presentations that last the entire period.

- Expectations:
  - Hand in one weekly assignment on topic of your choice
  - Participate on a daily basis
  - Be able to work independently
  - Be able to present in front of the class for entire class period
  - Hand in a research paper

***This class is recommended for students who are comfortable speaking on a daily basis and during class presentations.***

## **ECONOMICS HONORS\***

(1/2 unit) The goals of this course are to introduce students to the ideas that form the foundation of modern western economic thought, to examine the basic framework (the model) that economists have built on this foundation, and to show how this model is applied to current issues facing individuals and society. The course helps students to understand and recognize the elements of economic theory, to identify the peculiar roles of these elements, and to understand how they fit together. Although its goal is not to study complexities of theory in great detail, students can expect to develop a strong foundation in analysis applicable to study in other fields and to everyday life as readers of periodicals and their participation as citizens in a representative government.

**\*Students who take both Public Affairs Honors and Economics Honors fulfill the 12th grade social studies requirement for Economics and Participation in Government (Eco/Gov).**

## **SOCIAL STUDIES ELECTIVES**

### **ADVANCED PLACEMENT EUROPEAN HISTORY**

(1 unit) The study of European History since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical understanding in writing.

### **ADVANCED PLACEMENT HUMAN GEOGRAPHY**

**(1 unit Grades 10-12)** The Advanced Placement Human Geography (APHG) course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. It is an excellent course for

preparing students to become geo-literate youth and adults. Prerequisite: Open to juniors and seniors.

### **CONTEMPORARY ISSUES**

(1/2 unit Grades 10-12) Have you ever wondered how current events impact our daily lives from a local, national and international level? Do you have the passion to research and learn the skills needed to present your arguments in a clear and coherent manner? Contemporary Issues is a half-year elective which seeks to engage students in current and relevant topics of study about the world. It is designed to enhance students' understanding of people, issues, and events that are currently shaping the globe. Students will explore issues such as global migration, social media and its impact on world affairs, terrorism, conflict over resources, failed states, spread of disease, etc. These topics are subject to change based on current affairs. Grades will be based on problem-based projects and class discussion. Prerequisite: Open to all sophomores, juniors and seniors.

### **DEVELOPMENTAL PSYCHOLOGY**

(1/2 unit- Grade 12 ONLY) The theme of the course is understanding yourself and others. We will address the questions: How do we develop our personalities? How and why do we perceive the world as we do? How significant are dreams? How does childhood influence my adulthood? The class will seek to answer questions such as these by examining such theories as those of Freud, Jung and Erikson, as well as more current approaches. Finally, the course will explore recent trends in psychology that have practical uses as, for example, the study of stress and stress management. Thus, the students in Psychology will get some practical tools for dealing with this world as s/he goes on to college and beyond. This course is for seniors only.

### **HISTORY OF WALL STREET AND INVESTING**

(1/2 unit- Grades 11-12) Ever wonder how a street in Manhattan became the Wall Street of today? Ever think about how the history of our banking and financial markets have impacted the current economy? The purpose of this course is to introduce students to the history of Wall Street and identify how financial markets have had bull and bear run cycles since the 1700's. Students will explore trends in financial markets and understand how our past has established many of the investment tools and strategies we use today in investment banking.

### **DIVERSITY STUDIES-RACE, CLASS AND GENDER**

(1/2 unit-Grades 10-12) This one-of-a-kind course immerses students in the themes of identity, race, gender, sexuality, and religion. Our world is becoming smaller and more complex. We owe it to ourselves to better understand bias, discrimination, prejudice, and stereotypes and how these affect our society and intertwine with our lives. This course is project and discussion based.

## **BUSINESS**

### **INTRODUCTION TO BUSINESS**

(1/2 unit—Grades 9-10) Business touches on nearly every aspect of life as an adult. Students will now have the opportunity to learn the principles behind all businesses in this entry level course. We will cover everything from how to market a product for people to buy, how to manage the money side of business with accounting and finance; how to take a product to the international market; and how management functions in our modern business world. This course has an exciting academic challenge as well as a practical focus using real world examples. The course will provide students with an introduction to topics in Business including: Marketing, Accounting, Finance, International



Business, Communication, Real Estate, and Management.

### **BUSINESS COMMUNICATION**

(1/2 unit—Grades 10-12 )Do you get nervous presenting in front of an audience? Communication skills are essential in all human interactions, whether social or professional. Business Communication will help students to develop an understanding and appreciation for effective communication in business situations and environments. Emphasis is placed on all phases of communication: speaking, listening, thinking, responding, reading, writing, communicating nonverbally, and utilizing technology for communication. Business communication functions, processes, and applications in the context of business may be practiced through problem-based projects and real world application.

### **Personal Finance 101**

(1/2 unit—Grades 11-12) Want to be rich!? Take this class and we'll prepare you for a prosperous financial future! This course prepares students for successful personal financial management such as planning, budgeting, and use of credit, insurances and career planning. Students will be engaged in preparing financial plans, formulating a budget, developing good credit character, and honing skills on how to shop for insurance.

### **BUSINESS AND PERSONAL LAW**

(1/2 unit—Grades 10-12) If you want to know answers to any of the questions below, this class is for you.

- Do you want to know the elements of criminal and civil law?
- Do you want to know your rights?
- Do you have legal rights as a teenager in schools?
- Do you want to know legal defenses you might have and when you might lose those defenses?
- Do you want to know when your speech is protected and when your speech could lead to criminal charges or being sued for money damages?
- Do you want to know how to avoid being responsible for injuries as a homeowner?
- Do you want to know the legal implications of your actions on others?
- Do you like creating short movie skits to show what you learned?
  - Expectations
    - Be someone who likes to participate in discussions
    - Hand in one weekly current event assignment of a legal topic of your choice
    - Work in group on a final exam project

### **MARKETING**

(1/2 unit—Grades 11-12) Do you want to be your own boss? Do you have a product idea you think would take off? Would you like to be a part of one of the most exciting and lucrative industries of the future? Students will investigate the resources needed to establish and operate a sports/entertainment business. Marketing, financing, and management principles will be studied and applied to this rapidly growing, dynamic industry. Legal and government regulations that affect the entrepreneur will also be examined.

## **ACCOUNTING 1**

(1 unit—Grades 10-12) A must-take for any student planning on majoring in some form of business in college! Whether you are going into marketing, management, finance, or accounting, you will be required to take financial and managerial accounting in college. This full-year course is designed to provide students with a basic understanding of double-entry accounting for both a service and merchandising business. What is taught throughout the year in this high school course is covered in less than 6 weeks at the college level. Learning at a slower pace allows students to fully understand the impacts of transactions on the accounting equation and why it is called the language of business.

## **ENTREPRENEURSHIP**

(1 unit- Grades 11-12). Thinking of majoring in Business for your college major? Want to know what it takes to start a business and be part of a shark tank sales presentation? This full-year course is designed for any student who is interested in venturing out and opening up their own business. It will acquaint the student with the challenges and opportunities involved in starting and operating a new business enterprise. Course topics include: Characteristics of a successful entrepreneur, legal forms of ownership, legal protections including trademark, copyright & patents, HR, financial analysis, business planning, market selection, marketing, social entrepreneurship, franchising, innovation and successful business models. This course will enable students to identify business opportunities and set goals, examine types of business ownerships and the advantages and disadvantages of each, develop a business plan, do market research, and put together a financial plan and learn how to obtain financing for a business. In addition, students will learn how to choose and set up a location, market the business, set up basic accounting cash flow statements, financial management and how to use technology. Students will learn about meeting legal, ethical and social obligations in today's global marketplace.

*This course is for students who have previously taken at least one Business course.*

## **ASPIRE (A Senior Program for Internships, Research, and Enrichment)**

Offered to 12th grade students as a culminating "Senior Experience." The four to six-week program, which starts in May, releases students from regular classes to provide them with a hands-on learning opportunity to gain an educational experience beyond the classroom. With the help of the ASPIRE coordinator, Fox Lane students find internships or research projects that are best suited to their interests. Students continue to come to school weekly to meet with the program supervisor and faculty mentors, and make a final presentation on this experience. A student's participation in ASPIRE is indicated on his or her final transcript.

For ASPIRE students, their 4th Quarter marking period grades will be recorded as either Pass or Fail. For a year-long course, the Y1 grade will be determined by an average of Quarters 1, 2, and 3 and any cumulative assessment, project, or paper (as applicable), which will be administered prior to the universal start date for AP exams. As with other cumulative project grades, this will be reported in the Final Exam column and calculated into the Y1 grade, separate from Q4. For a 2nd semester course, the Y1 grade will be based on Q3 (and a final project, if applicable).

## **SPECIAL EDUCATION AND STUDENT SERVICES**

Ms. Michele Zaino, Coordinator of Secondary Special Education

241-6159

Ms. Deana Longden, Coordinator of Special Class Programs

241-6113

A full continuum of special education services are offered at Fox Lane High School. Programmatic decisions and placements are determined by the Committee for Special Education. Detailed information regarding our continuum of services can be found on the BCSD website.

## **VISUAL AND PERFORMING ARTS DEPARTMENT**

Mr. Matt Vanacoro, K-12 Performing Arts Coordinator

241-6072

Ms. Heather Kranz, K-12 Visual Arts Coordinator

241-6189

Courses offered through the Visual and Performing Arts Department help students to think, to act and perform creatively, to express ideas through the visual and performing arts, and to understand the history and meaning of the arts. Students are challenged intellectually, emotionally, and physically to learn by doing. One aesthetic credit is required to meet minimum graduation requirements.

### **PERFORMING ARTS PROGRAM**

The courses offered in the Performing Arts include theater and music, and are designed to satisfy the interests and needs of students seeking both knowledge-based and performance-based skills. The offerings make it possible for a student to move sequentially through courses that challenge their skills and intellect over a four-year period. A variety of co-curricular and extra-curricular ensembles and performances provide enrichment beyond the school day. All full-year Performing Arts classes satisfy the 1-year aesthetic credit requirement.

### **MUSIC**

The music course offerings provide a variety of experiences for students of all abilities and musical backgrounds. These courses are designed for students who wish to pursue music as an avocation as well as those planning a career in music. Students enrolling in performance groups accept an obligation to participate in all scheduled concerts, rehearsals, and rotational lessons. It is the philosophy of the music faculty that our ensembles are built upon teamwork and the continuous participation of all members at all times. The ½ unit option is offered only for those students who want to split their music schedules between the instrumental and choral programs.

### **BAND PROGRAM**

**Concert Band** and **Symphonic Band** (1 unit or 1/2 unit) are the core ensembles of the band program. Students develop instrumental performance skills through a variety of methods based upon both the New York State Learning Standards and the National Core Music Standards. These include rehearsing, listening, responding, analyzing, performing, and understanding music terminology. Emphasis is placed upon the development of high standards of performance through the study of the finest band literature available. Co-curricular ensembles for band students (Jazz Ensemble, Pep Band, and Chamber Ensembles) are offered for enrichment beyond the school day. Students who play piano, bass, or guitar (instruments not commonly found in a school concert band program) are encouraged to audition for the Jazz Ensemble. Placement into all Band ensembles is at the discretion of the band director.

### **CHORAL PROGRAM**

The Choruses are beginning, intermediate and advanced courses in vocal music and performance. Vocal production, music reading, and interpretation are studied through the performance of music of many historical periods, composers and styles. Students are assigned to one of the three ensembles based on grade level and skill level.

### **MIXED CHORUS**

(1 unit or 1/2 unit) Chorus is open to all interested singers without audition, although the ability to match pitch is expected of all participants. This ensemble emphasizes vocal technique and a wide range of choral literature arranged for mixed voices; soprano, alto, tenor and bass. Students who participate in Mixed Chorus are expected to perform in several concerts that are scheduled outside of the school day.

### **CHAMBER CHOIR**

(1 unit or 1/2 unit) Chamber Choir is an advanced level ensemble that performs a wide range of vocal literature. Advanced vocal production, music reading, and interpretation are studied through the performance of music of many historical periods, composers and styles. Students who participate in Chamber Choir are expected to perform in many additional concerts that are scheduled outside of the school day. Placement in Chamber Choir is at the discretion of the choir director for students entering their sophomore, junior, or senior year.

### **ORCHESTRAL PROGRAM**

The Orchestras are intermediate and advanced courses in performance skills for students who play violin, viola, cello, and double bass. Emphasis is placed on the development of string performance skills through the study of string and full symphonic literature as well as chamber music in rotational lessons. The orchestras perform in concerts throughout the school year. Special events are planned to enhance and enrich each member's musical experience and concert attendance is mandatory for scheduled concerts.

### **CONCERT ORCHESTRA**

The Concert Orchestra provides instruction designed to develop technical and musical skills for 10th-12th grade string players at the intermediate to advanced levels. Primary emphasis is on tone development, skills training, music reading and ensemble performance. This ensemble provides each student with an opportunity to study a wide variety of repertoire representative of diverse styles, forms, cultures, and historical periods. Students who participate in this ensemble are expected to perform in several concerts that are scheduled outside of the school day.

### **CHAMBER ORCHESTRA**

The Chamber Orchestra provides instruction for advanced string players in 10th-12th grade. Emphasis is on tone production, continued skills training and implementation of skills, music reading and ensemble performance. This ensemble provides each student with an opportunity to study a wide variety of the standard string orchestral repertoire which is representative of diverse styles, forms, cultures and historical periods. Students who participate in this ensemble are expected to perform in several concerts that are scheduled outside of the school day. The Chamber Orchestra is an auditioned ensemble. Students must be a performing member of either the Symphonette or Concert Orchestras in order to be eligible to audition for placement in Chamber Orchestra for the following school year.

### **GENERAL MUSIC PROGRAM**

There are four different courses for students wishing to have a classroom general music experience at Fox Lane High School. Some of these classes have prerequisite requirements while others are geared towards students seeking music and technology enrichment through the arts.

## **MUSIC TECHNOLOGY**

(1 unit) This course is taught in the high school's music lab/recording studio. The lab is equipped with seventeen computer workstations with digital recording capability. Through a series of composition assignments, students develop their understanding of musical elements such as harmony, dynamics, form, melody, rhythm, and timbre. A hands-on familiarity with the production techniques involved in commercial music, including synchronization with video, is developed. Daily class assignments make use of the piano keyboard. While piano skills are not essential as a prerequisite, students will develop keyboard facility throughout the course.

## **PERFORMANCE TECHNOLOGY**

(1 unit or ½ unit) This course focuses on performance through studio recording. Students work more than half of the time at computer stations where they compose and produce original works. The classroom is equipped with electronic instruments and computer workstations with digital recording capability. In addition to music composition software, the emphasis will be on the knowledge base of music theory and music performance as an extension of those skills. Students may enroll in Performance Technology every year. Criteria for consideration are: previous enrollment in applied guitar or applied piano; 1 year of HS Music Technology along with instrumental or vocal experience; or a strong background in composition software ("Logic Pro X") along with instrumental or vocal performance experience. Placement in this class requires teacher recommendation.

## **MUSIC THEORY**

Students in this course explore the structures that are universal to music. We develop mastery of music fundamentals such as notation, key signatures, chords, intervals, etc. A deep study of four-voice harmonization and functional harmony is central to the course. Ear-training activities include chord and interval recognition, sight-reading, melodic and harmonic dictation. This course is an intro-level class and establishes a good foundation in preparation for Advanced Placement Music Theory. It is taught at the same time as the AP class in a split-level setting.

## **ADVANCED PLACEMENT MUSIC THEORY**

Students in this course take their study of music theory to a first-year college level. Adherence to the requirements of this College Board curriculum requires an accelerated pace of study and previous music theory experience is recommended. AP Music Theory is taught at the same time as the Music Theory class in a split-level setting. Prerequisite: Music Theory or department approval.

## **THEATER ARTS**

### **ACTING**

(1 unit) While priority seating is given to ninth graders, this class is open to all grades. The aim of this course is to give students an introduction to theater through the study of stage acting. Students will be introduced to all aspects of stage acting including the collaborative nature of the art, vocal training; physical and sensory work, improvisation, monologues, character analysis, scene study, script interpretation, rehearsal techniques, and performance. Students will learn and reinforce the fundamental tools of acting through the practice of monologues and scene study of contemporary works. Students will work in groups and independently, and will need to fulfill all assessment and project requirements. This course is open to all students regardless of previous training or experience.

## **ACTING LAB**

(1 unit) Students will develop advanced stage acting skills building off of the basic techniques learned in Acting I. Coursework will center on performance of monologues and scenes of increasingly challenging texts such as Shakespeare, Greek Theatre, Chekhov, Shaw, Becket, and other important period playwrights. Students will also begin studying directing techniques and writing original material. Students will work in groups and independently and will need to fulfill all assessment and project requirements. Students may enroll in Acting Lab every year.

**Prerequisite:** Acting or written approval from the Theatre Department

## **TECHNICAL THEATER**

The aim of this course is to give students an introduction to theater and its technical aspects through the study of design. Students will be introduced to all aspects of technical theater, including the collaborative nature of the art; sound design; lighting design; costume design; and set design. A key component of this course is to help students define and develop their own artistic aesthetic. Students will work in groups and independently, and will need to fulfill all assessment and project requirements. This course is open to all students regardless of previous training or experience.

## **ADVANCED TECHNICAL THEATER**

This course allows students with previous technical theater experience to apply their skills by working as light and sound designers, light and sound engineers, stage hands, and running crew at a variety of events at the Mary Lou Meese Theater. This hands-on course requires students to actively collaborate in the planning and design aspects of these events with the theater staff. Students will work in a wide variety of technical theater roles and log a set number of hours each semester. This course is designed to prepare students for a career in technical theater. Placement is at the discretion of the Department.

## **ACTING FOR FILM**

(1/2 unit) Acting for Film is a half year course that covers the fundamentals of acting for theater, film, tv, and internet streaming content. Students will study the craft of acting through scene study of film, tv, and theater scripts in a wide range of genres (comedy, romance, action/adventure, horror, sci-fi, etc.). Students will work with digital video cameras and receive real time feedback on their work. Over the length of the course students will continue to build up a body of scene work that will culminate in the creation of an acting film reel that students can use to book professional work. Students will also create several short film projects based off scripts created in the Writing for Stage and Screen course.

## **WRITING FOR STAGE AND SCREEN**

(1/2 unit) Writing for The Stage and Screen is a half year course that covers the fundamentals of creating scripts for theater, film, tv, and internet streaming content. Students will study successful film, tv, and theater scripts in a wide range of genres (comedy, romance, action/adventure, horror, sci-fi, etc.) in order to unlock the keys to writing in these mediums. Students will create and workshop short original scripts in all of these mediums. The course will culminate in a full-length film, tv, or theater script project. Content created in this class will be produced in the Acting for Film and Acting Lab courses.

## **VISUAL ARTS PROGRAM**

The Visual Arts Program offers a variety of creative experiences for students of all abilities and backgrounds. Courses are designed for students to develop as individual artists who wish to learn a new set of skills, build a portfolio for college, explore career options, or grow through visual problem-solving and self-expression. The ultimate purpose of a Fox Lane High School art education is to help students develop the 5 P's: Personal Voice, Personal Mastery, Personal Vision, Personal Process, and Personal Aesthetic. The Art Department is available to help each student build an arts sequence that best meets his/her/their needs. **An [Art Sequence](#) may substitute for the 5th Regents Exam as a NYS approved Pathway for graduation.** Students preparing a college portfolio are encouraged to include Drawing & Painting 1 in a 5+ unit arts sequence no matter what their primary art medium is (For example: 1 unit of Studio Art, 2 units of art in a primary medium, 1 unit of Drawing & Painting, 1 unit of AP Art & Design).

### **STUDIO ART**

(1 unit) This is a foundation course focused on development through the fine arts, crafts, and applied design. Students are encouraged to take creative control in responding to conceptual challenges and their own ideas and interests in art. Students may also pursue merging form and function to create work that solves a problem or serves a purpose. A variety of materials and skill development experiences are available through media centers, including drawing, painting, ceramics, printmaking, collage, sculpture, jewelry, fashion, photography, computer art, and mixed media, so that students can explore materials, processes, and approaches to art making, and make informed decisions about future pursuits. **This course satisfies the Aesthetic Requirement for graduation.** Open to all students. Participation in exhibits and attendance at exhibit receptions is required.

### **ANIMATION 1**

(1 unit) This full year course introduces students to the key concepts of 2D digital animation. Students will work both independently and collaboratively learning the 12 Principles of Animation, while developing skills in figure drawing, character design and backgrounds. Students will be provided with drawing tablets and software to create original animated films. While learning how to develop stories through sequencing and storyboarding they will learn how to use animation and editing software. Open to all students. Participation in exhibits and attendance at exhibit receptions is required.

### **ANIMATION 2**

(1 unit) Building upon the materials covered in Animation 1, this course will focus on the development of advanced animation techniques and apply them to increasingly challenging assignments. Animating within digital formats, as well as proficiency in visual storytelling, timing and craftsmanship will be emphasized. Students will produce, develop and complete a short, animated film. Participation in exhibits and attendance at exhibit receptions is required.

**Prerequisite:** Animation 1

### **CLAY I**

(1/2 unit) This introductory course is designed to help students develop the skills to create and express themselves with clay. Clay is an art medium that allows endless possibilities for both functional and sculptural works. Through this course, students will learn a variety of techniques for working with and firing clay including trapped air forms, coil building, slab construction, the pottery wheel, carving, glazing, pit firing, and glaze firing. Open to all students. Participation in exhibits and attendance at exhibit receptions is required.



## **CLAY 2**

(1/2 unit) This intermediate level course in clay enables students to choose to focus on hand building/sculpture or the pottery wheel each quarter. Hand building/sculpture students will learn advanced techniques and be challenged with idea or design based projects. Pottery wheel students will develop skills for throwing traditional forms including vase forms, plates, bowls, teapots, mugs, pitchers, platters etc. Emphasis is placed on creativity, skill development, and experimentation with the medium. Participation in exhibits and attendance at exhibit receptions is required.

**Prerequisite:** Clay I

## **ADVANCED CLAY 3**

## **ADVANCED CLAY 4**

(1 unit each) In this advanced course, students will develop advanced skills in the method(s) of their choice—including hand building, wheel throwing, or a combination of both to create functional and/or sculptural work. Students will set individualized goals and challenge themselves technically and creatively, culminating in the development of a body of work with a distinct personal style where they demonstrate intention, creativity, and a mastery of design and skill. Advanced Clay 3 prepares students for AP 3D Art & Design or Adv. Clay 4 and helps students build a body of work for college portfolios. Participation in exhibits and attendance at exhibit receptions is required.

**Prerequisite:** Clay 2

## **DIGITAL ART & PRODUCTION 1**

(1/2 unit) This course explores Graphic Design, Digital Art and the physical manufacturing of product designs. Students use Adobe Photoshop on Mac computers and ipads to learn a variety of techniques in Photoshop to select images, create layers, adjust color, apply effects such as filters, blending modes and more! Students will learn basic digital photography skills with cell phones and Digital DSLR cameras to be able to create light trails, stop action, and depth of field effects. Experiences can include image collage, photo retouching, digital painting, while also focusing on production, to print and create greeting cards, flyers/ invitations, pins/buttons and more! Showing student art in the Winter Exhibit and attendance at the art reception is required. Open to grades 10-12.

## **DIGITAL ART & PRODUCTION 2**

(1/2 unit) Students will be able to explore designing and creating real life products that advertise a company and/or product and physically printing their designs on t-shirts, pins/buttons, keychains, posters, stickers and more! Students will participate in the class wide FLHS Course Catalog Cover Design contest. Students will develop advanced skills building off basic techniques learned in Digital Art & Production 1 using Adobe Photoshop and Adobe Illustrator. Other experiences can include digital painting, short gif photo animation, spoof/memes, and more! Use of cellphones, digital cameras, scanners, and ipads can be implemented in various assignments. Special presentations and field trips annually. Participation in the Spring Exhibit and attendance at the exhibit reception is required.

**Prerequisite:** Digital Art & Production 1

## **ADVANCED DIGITAL ART & PRODUCTION 3**

(1 unit) In this course, students will take what they have learned from Digital Art & Production 1 & 2 to explore the use of digital media for visual expression, communication and design. Students will independently research, design and explore project concepts based on personal interests with digital media using a variety of equipment from cameras, lights, scanners, and ipads. Students will

learn how to make custom art brushes, seamlessly place images in one space, create illusions, design a character, design a room, and more! Students will explore creating mock-ups of products and packaging design. Students will explore further development of product packaging and branding. This course prepares students for AP 2D Art & Design and helps students build a body of work for college portfolios. Special presentations and field trips possible. Participation in exhibits and attendance at exhibit receptions is required.

**Prerequisite:** Digital Art & Production 2

#### **ADVANCED DIGITAL ART & PRODUCTION 4**

(1 unit) In this capstone course, Students will independently research, design, and explore project concepts based on personal interests combined with digital media using a variety of equipment from cameras, cell phones, lighting equipment, scanners, and ipads. Students can consider and incorporate traditional art methods with digital media to fully realize their artistic visions. Students will build a series of artwork and a portfolio expressing their artistic intentions and can use all of the skills and knowledge garnered in the first 3 levels to develop custom projects that support their art goals. Students will create and curate their own installation of 6-8 art pieces from the year to present in the Spring Art Exhibit. Special presentations and field trips possible. Participation in exhibits and attendance at exhibit receptions is required.

**Prerequisite:** Digital Art & Production 3

#### **DRAWING & PAINTING 1**

(1 unit) This is a skill-development course that explores drawing and painting in a variety of media. No drawing experience is necessary. Students will develop the ability to use mark, light and shadow, perspective, proportion, space, texture, and use color effectively to both work from direct observation and to express their own ideas. Students will learn foundational skills in drawing and painting through color theory, still life, figure studies, landscape, perspective, self-portraits and more! Attendance at exhibits is required. THIS COURSE IS RECOMMENDED TO ALL STUDENTS DEVELOPING A PORTFOLIO FOR COLLEGE APPLICATIONS and should be taken in addition to the student's primary medium of choice. Open to all students. Participation in exhibits and attendance at exhibit receptions is required.

#### **DRAWING & PAINTING 2**

(1 unit) Students will pursue their own drawing and painting interests in depth, developing their skills and process at an advanced level through an iteration. There will be opportunities to explore a variety of advanced drawing and painting approaches, media and methods, as well as engage in artist collaborations. This course helps students prepare a portfolio of work for college submission. This course prepares students for AP Drawing or AP 2D Art & Design. Participation in exhibits and attendance at exhibit receptions is required.

**Prerequisite:** Drawing & Painting 1

#### **FASHION DESIGN 1**

(1 unit) Fashion Design is a course for students interested in fashion design and apparel, costume design, wearable art, and accessory design. The course explores trend casting, current and historical fashion and style, careers in fashion, textile design, sustainability, and garment construction.. Students will have the ability to explore their own interests in the area of fashion, learning skills and concepts through design challenges and self-driven projects. Students will learn hand and machine sewing. Open to all students. Participation in exhibits and attendance at exhibit receptions is required.

#### **FASHION DESIGN 2**

(1 unit) Students will use knowledge and experience built in Fashion Design I They will develop advanced skills in method(s) of their choice-- including hand sewing, machine sewing, working with unconventional materials, and/or accessory design-- to create functional and/or sculptural wearable art. Students will set individualized goals and challenge themselves technically and creatively. This course will develop a portfolio of work for college submission. This course prepares students for AP 3D Art & Design or Adv. Fashion Design 3 and helps students build a body of work for college portfolios. Participation in exhibits and attendance at exhibit receptions is required.

**Prerequisite:** Fashion Design 1

### **ADVANCED FASHION DESIGN 3**

(1 unit) This capstone course builds upon skills learned in Fashion Design 1 & Fashion Design 2. Students will continue to develop and refine their understanding of fashion figures, fashion drawing, design, garment details, and garment construction. Students will learn the fundamentals of two dimensional patternmaking and three dimensional draping. Students will explore how to implement conceptual thinking in fashion design and will evolve their own design philosophies. Students will design and execute a personalized fashion collection. Participation in exhibits and attendance at exhibit receptions is required.

**Prerequisite:** Fashion Design 2

### **MIXED MEDIA 1 & 2**

(1/2 unit each) In these courses, students will continue to build off of the skills learned in Studio Art exploring their own creative ideas and interests while focusing on expanding skills and improving techniques. This course allows students to explore a variety of materials and media. Students will be introduced to a variety of mixed media techniques and methods such as printmaking, collage, assemblage, sculpture, installations, and more so that they can consider various methods to achieve their own personal goals. S Students will explore these dynamic possibilities and express their personal ideas and interests in their artwork. Participation in exhibits and attendance at exhibit receptions is required.

**Prerequisite:** Studio Art , Mixed Media 1

### **ADVANCED MIXED MEDIA 3**

(1 unit) In this advanced course, students will pursue personal expression, ideas, and goals through iterations of work. Students will continue to combine media– working in collage, assemblage, and sculpture in innovative ways with both traditional and found materials. Group and individual projects are student-driven–so anything is possible. This course prepares students for AP 3D Art & Design, AP 2D Art & Design, or Advanced Studio Art and helps students build a body of work for college portfolios. Participation in exhibits and attendance at exhibit receptions is required.

**Prerequisite:** Mixed Media 2

### **PHOTOGRAPHY I**

(1/2 unit) In this course, students learn how to use a 35mm single lens reflex (SLR) camera and traditional darkroom techniques. Students will learn the entire photographic process for taking and correctly exposing their film, developing film into negatives, contact printing and finally enlargement printing. Students will practice and refine their technique through exploration of thematic assignments. Attendance at the evening reception for the Winter or Spring Art Exhibit is required. For the course, students must own or rent a 35 mm SLR manual camera and purchase their own photo paper and film (unless there is established financial need). Open to all students. Participation in exhibits and attendance at exhibit receptions is required.

### **PHOTOGRAPHY 2**

(1/2 unit) This course continues the technical study of straight photography and also explores a variety of special photographic processes, materials and image manipulation techniques. Assignments stress content and creative interpretation. Special photographic problems, such as depth of field management, proper negative exposure and control of motion are also explored. Materials and special effects may include solarization, hand coloring, night photography, negative combination, and double exposures. Attendance at the evening reception for the Winter or Spring Art Exhibit is required. For the course, students must own or rent a 35 mm SLR manual camera and purchase their own photo paper and film (unless there is established financial need). Participation in exhibits and attendance at exhibit receptions is required.

**Prerequisite:** Photography I

### **ADVANCED PHOTOGRAPHY 3**

### **ADVANCED PHOTOGRAPHY 4**

(1 unit) These advanced and capstone courses enable students to refine their technical and aesthetic understanding of black and white photography. Students develop a concentration of work around a theme or a particular subject that demonstrates creativity and a mastery of skills. In addition, students will explore many techniques and processes to further their creative approach to photography as a medium. This course helps students prepare a portfolio of work for college submission. Students must own or rent a 35 mm SLR manual camera and purchase their own photo paper and film (unless there is established financial need). Attendance at exhibits is required. Advanced Photography 3 prepares students for AP 2D Art & Design or Advanced Photography 4 and helps students build a body of work for college portfolios. Participation in exhibits and attendance at exhibit receptions is required.

**Prerequisite:** Photography 2

### **ADVANCED PLACEMENT 2-D ART & DESIGN**

### **ADVANCED PLACEMENT DRAWING**

### **ADVANCED PLACEMENT 3-D ART & DESIGN**

(1 unit) This is a college level, capstone art course for qualified seniors pursuing a major sequence in art. Students must have demonstrated a strong work ethic in their previous art courses. There are three AP Art portfolios to choose from: 1. Drawing (i.e. drawing and painting); 2. 2-D Art & Design (i.e. photography, mixed media, digital art, painting, design work); and 3. 3-D Art & Design (i.e. sculpture, ceramics, fashion design). In this course, students will enrich their ability to work intentionally from a question or concept through the development of an in-depth sustained investigation. Emphasis is placed on empowering students through the development of individual strengths, personal style, peer feedback, and the pursuit of ideas through their work. Students will prepare a portfolio of work for the College Board for AP credit. Participation in the evening reception for the AP Art Exhibition is required. Participation in the AP Art & Design Exhibit and reception is required.

**Prerequisites:**

A 3-unit sequence in Visual Art or by permission of the Art Department.

## WORLD LANGUAGE DEPARTMENT

Ms. Lorraine Minotti, Coordinator

241-6185

### [World Language Course Selection Video](#)

The World Language Department offers sequential courses in French, Italian, and Spanish. Students who begin their study of French, Italian or Spanish at the middle school can continue their study at the high school. Additionally, students are encouraged to add the study of a new world language in addition to their continued study of language from middle school.

#### **MODERN WORLD LANGUAGES**

The course content in all languages has been developed in accordance with the New York State syllabus: Modern Languages for Communication. Using the communicative approach, with emphasis on oral proficiency, efforts are devoted to developing the four basic language skills: listening, speaking, reading and writing. Using culturally authentic materials based on everyday situations, students develop the ability to communicate with increasing proficiency.

#### **LEVEL ONE (SPANISH ONLY)**

(1 unit) The emphasis in Spanish 1 is on understanding and speaking the language. Students work toward the mastery of these skills at an elementary level and are supported by reading and writing activities. The goal of all activities is to develop the ability to communicate in the world language. Structure of the language, vocabulary mastery, and culture of the countries in which each language is spoken are the basic components of course content.

#### **LEVEL TWO**

(1 unit) The development of the basic skills is continued: reading, writing, speaking, listening and culture areas are expanded.

#### **LEVEL THREE**

(1 unit) While maintaining emphasis on listening and oral skills, reading and writing are given particular additional attention at this level. Students take the locally developed Checkpoint B Examination at the end of Level Three. Successful completion of this level and a passing grade on the locally developed assessment fulfill a requirement and are necessary for an Advanced Regents Diploma.

#### **LEVEL FOUR H**

(1 unit) All four language skills are expanded as students begin their advanced level of study. Reading and writing competency receive increased emphasis. Readings may include short stories, short novels, selections from periodicals, and short plays. A survey of art, history and contemporary society (in the target countries) is an integral part of the course content. A major goal at this level is a substantive increase in the students' oral proficiency and the target language is used almost exclusively in class.

#### **LEVEL FIVE H**

(1 unit) All four language skills continue to be expanded at an advanced level of study. Readings may include novels, plays, short stories, and poetry, as well as periodicals which stress current aspects of cultural studies. Increased attention is given to the development of fluent oral communication, as well as expository writing in the language. This course is the culmination of high school level work

for seniors and for juniors who plan to take the college level Advanced Placement course in their senior year.

### **ADVANCED PLACEMENT LANGUAGE AND CULTURE**

(1 unit) The Advanced Placement Course in French, Italian and Spanish is a senior level course for those who wish to pursue college level studies in high school. The course will stress development of comprehension of spoken French/Italian/Spanish in conversational situations, mastery of vocabulary necessary to comprehend contemporary literature and periodicals, and the fluent expression of ideas orally and in writing. Students in this course will take the Advanced Placement Examination given by the College Board in May.

*Suggested guidelines:* Successful completion of French 5H/Italian 5H/Spanish 5H or special permission from the World Language Dept. based on an evaluation of previous course work and the completion of summer study.

### **SPANISH LANGUAGE ARTS PROGRAM**

#### **SPANISH LANGUAGE ARTS 1 (SLA 1)**

(1 unit) This course is an introduction of Spanish for native or heritage speakers who already speak informally but with no previous study of the language. This course will be conducted entirely in Spanish. Students will acquire basic grammar, build vocabulary and practice formal conversation using academic language. AVID based strategies will be utilized to help students succeed in an academic setting. During the course of study we will focus on developing students' communicative skills as well as their understanding of hispanic culture in the United States. This course will serve the needs of a wide range of cultural and academic backgrounds. Upon completion of this course will be prepared to enroll in the more advanced and demanding levels of the Spanish Language Arts sequence.

#### **SPANISH LANGUAGE ARTS 2 (SLA 2)**

(1 unit) The goal of the course is to continue building literacy skills in Spanish, all of which are easily transferable to the development of skills in the area of English Language Arts. Grammar and academic vocabulary will be taught in context through the reading of short stories, periodicals, thematic essays and poetry. Students will continue to improve their reading and writing skills focusing on the use of academic language across language modalities.

#### **SPANISH LANGUAGE ARTS 3 (SLA 3)**

(1 unit) This is a full year class recommended for students who have successfully completed the SLA 1-2 course in middle school. All four language skills continue to be expanded at an advanced level of study. Readings may include novels, plays, short stories, and poetry, as well as periodicals which stress current aspects of cultural studies. Increased attention is given to the development of fluent oral communication, as well as expository writing in the language.

*Suggested Guidelines:* Successful completion of SLA 2

#### **SPANISH LANGUAGE ARTS 4 Honors (SLA 4H)**

(1 unit) This is a full year course recommended for students who have successfully completed the SLA 3 course at the high school. Students will explore the literature of Spain, Central and South America, as well as the culture, history, geography, politics and economics of these countries. They will also develop their skills in expository writing and will master the more sophisticated and

complex grammatical structures of the Spanish language. Attention will be given to public speaking, preparing oral presentations and reports, and to overall communications skills.

### **ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE (SLA Program)**

(1 unit) This is a full year course recommended for native Spanish-speaking 11th and 12th graders who have successfully completed both Iberian Studies and Latin American Studies. Students will continue to explore and analyze the literature of Spain and South America while advancing their knowledge of Hispanic culture. Students will develop their skills in creative writing, analytical writing, expository writing, reading comprehension and listening comprehension. They will continue to improve oral communication skills as well. All advanced and complex grammatical structures will be mastered. Students will take the AP Exam in Spanish Language in May.

*Suggested Guidelines:* Successful completion of SLA 3, SLA 4H, and summer work..

### **ADVANCED PLACEMENT SPANISH LITERATURE (SLA Program)**

(1 unit) This is a full year course available to all native Spanish-speaking students who have successfully completed the Native Language Arts 1, 2, and 3 courses as described above, and have the recommendation of their teachers. Students will read authentic editions of selected works from the literatures of Spain and Spanish America during the Medieval and Golden Ages as well as the 19th and 20th centuries. Although the course will be taught as a college level survey course, the principal authors read will include Cervantes, Juan Manuel, Tirso de Molina, Garcilaso de la Vega, Bécquer, Darío, Martí, Pardo Bazán, Allende, Borges, Cortazar, Lorca, García Márquez, Machado, Neruda, Ulibarrí, and Unamuno. Students will read and analyze the literature orally and in writing. Students will learn to comprehend college type lectures; to participate actively in discussions on literary topics; to do close readings of literary texts of all genres; to analyze critically the form and content of literary works orally and in writing using appropriate terminology. Students will take the Advanced Placement exam in Spanish Literature.

*Suggested Guidelines:* Successful completion of AP Spanish Language and Culture (SLA program) and summer work

### **INTRODUCTION TO LATIN & GREEK**

(1 unit) It is designed for sophomores, juniors, and seniors who would like to improve their linguistic skills and gain cultural and historical background about the Ancient World. Students will study Latin and Greek bases, prefixes and suffixes, with the goal of improving their reading comprehension skills and increasing their knowledge of English vocabulary. Students will use their newly expanded vocabulary to explore the more specialized vocabularies of science, math, history, geography, English and classical literature, business, government, sports, art, medicine and other modern languages. They will also be introduced to the culture and history of the ancient, classical societies of Rome and Greece through a study of celebrated literary works of the time.

### **ACCELERATED FRENCH, ITALIAN AND SPANISH**

(1 unit) Accelerated language courses in new languages are available to students who have excelled in their current modern language. The emphasis is on building foundational skills and understanding and speaking the language. The goal of all activities is to develop the ability to communicate in the world language. Structure of the language, vocabulary mastery, and culture are the basic components of course content. The pace is quick, as students are learning a great deal of new material within a short period of time, with classmates who have a more extensive background in the particular language. These courses are recommended for tenth, eleventh, and twelfth grade

students who wish to pursue a second language. Special teacher recommendation will be based upon department evaluation of the student's performance in his/her first modern language class. Students who are recommended for this course demonstrate superior language aptitude and have performed at the highest level in their previous language studies at Fox Lane. Note: Students are required to maintain their enrollment in their first modern language course in order to be accepted into these accelerated programs.

### **CONVERSATIONAL ITALIAN**

(1/2 UNIT) This Italian semester elective course offers a way to learn language through contextual conversation. It creates a natural continuum within the language learning path of our students by placing an emphasis on leveraging acquired or heritage skills to then build a new expansion into a 3rd language. This course will teach vocabulary and communication in context to students who already have a solid base in a romance language. This course will be delivered through thematic units which are geared toward conversational skills in everyday settings using the Italian language. Connections will be made between the romance languages of the student's backgrounds and Italian to promote language acquisition.

*Suggested Guidelines:* Students whose home language is Spanish, successful completion of at least 3 levels of a romance language (French or Spanish), or in conjunction with another language class.

### **WORLD CULTURE & CUISINE**

This course is open to students of all levels who are interested in learning about world cultures and their cuisine. Sample topics discussed are tourism, dialect, agriculture, famous people, and famous cuisine. This is a great course for all the foodies who are interested in understanding age-old traditions as well as learning how to create their own delicacies at home with a deeper and more appreciative understanding of the cultures of the world and their history. Each unit will end with a culminating hands-on activity that will include the planning and preparation of regional dishes to celebrate different cultures and the community we will build within our classroom. As further enrichment, students will be exposed to a culture's language through vocabulary and idiomatic expression.

*Suggested Guidelines:* Successful completion of a world language through level 3 or in conjunction with another language class.

## **ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)**

The central goal of the AVID program (Advancement Via Individual Determination) is to prepare underserved students in the academic middle that have high potential for acceptance into and success in postsecondary education. An AVID student is defined as enthusiastic, ardent and vigorous in pursuit of his/her post high school goals. AVID students are expected to maintain at least a "C" average in all their classes, model good citizenship in the classroom, and become active members of the school and broader community. Students must go through an application/interview process and be approved by the AVID site team in order to take this elective course each academic school year.

### **AVID 9**

This is the first course of a 4-year program that prepares students for advanced placement courses in high school and future college level coursework. This class focuses on developing writing, inquiry, collaboration, organization, and reading through the content areas as well as communication, self-advocacy, and leadership.



## **AVID 10**

This is a continuation of the AVID program from the 9th grade. This elective course continues to focus on writing, inquiry, organization, collaboration and reading. The goal is to solidify these skills and begin the process of investigating post high school opportunities.

## **AVID 11**

This is the third course in the four-year sequence. The course continues to focus on the core tenets of AVID, including writing, inquiry, organization, collaboration, and reading, while transitioning attention to post-secondary plans and preparation. Students will also prepare for PSAT & SAT exams, and begin crafting their personal statement for college admissions.

## **AVID 12**

The focus of AVID development is working through the college application process while also exploring careers and researching programs of study. Students will continue their work with WICOR as they read memoirs and write their own personal memoir piece. AVID 12 is the culmination of the four-year AVID elective program at Fox Lane High School. This last year of the elective seeks to prepare students for the world outside of Fox Lane while equipping them with all of the skills necessary for success.

## **ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL)**

Ms. Adrienne Viscardi, Director

241-6080

Ms. Lori Lanza, Assistant to the Director

241-6087

Courses in English to Speakers of Other Languages provide students excellent instruction in listening, speaking, reading, and writing with the purpose of developing cognitive academic language proficiency. In ESOL classes, students develop their English language and literacy skills so that they are prepared for academic coursework in all content areas. Additionally, the ESOL program provides students access to scholastic and extracurricular programs at the Fox Lane High School to encourage their participation in a range of academic and social experiences. As students acquire their new language, the ESOL program seeks to create a safe, nurturing environment for English language learners (ELLs) throughout their high school career while acknowledging students' home languages and cultural identities. In order to help build connections between ELLs and their new community, the ESOL program provides structured opportunities for ELLs to interact with other high school students, faculty, clinicians, and counselors during and after the school day.

Emergent bilingual students are required to take courses provided by the ESOL Department. Students who achieve proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT) may also take ESOL courses for continual language development and academic instruction. Students who speak another language at home may also benefit from courses taught by ESOL teachers.

## **ESOL 1**

The course for entering and emerging ELLs develops students' communicative and academic language skills through intensive English language instruction. Through the content areas of language arts and social studies, students develop literacy skills and background knowledge essential for future study at the high school level. Lessons incorporate a wide range of audio-visual materials, technological tools, realia, and graphic organizers to enhance students' comprehension and accelerate language learning.

## **ESOL 2**

Students at the transitioning level of English proficiency continue to develop their academic language skills while building vocabulary and content area knowledge to prepare them for mainstream courses. Some of these classes are taught by an ESOL teacher, and others are taught by teachers in the content area. Specifically, students study language in sheltered classes that cover topics in social studies, science, and language arts.

These are among the course offerings available to entering, emerging, and transitioning ELLs:

COMPUTERS AND BUSINESS FOR ENGLISH LANGUAGE LEARNERS

ESOL SOCIAL STUDIES

ESOL MATH

ESOL SCIENCE

## **ESOL 3**

Students at the expanding and commanding levels receive instruction from the ESOL teacher as a co-requisite to their mainstream courses. Through the study of literature, students continue to sharpen their reading and writing skills, study grammar and vocabulary, and build content knowledge as they develop their academic language proficiency.

## **ESOL HUMANITIES 10 and 11**

ELLs who are fully mainstreamed continue to receive academic instruction from the ESOL teacher. The teacher previews content and vocabulary relevant to the mainstream coursework and prepares students for projects and exams. Additionally, ELLs sharpen academic skills and strategies in listening, speaking, reading, and writing.

# **SUPPORTS FOR STUDENTS**

## **BRIDGES**

Bridges is a program for students who are not receiving academic support under the umbrellas of the Committee of Special Education and the ESOL Department, but still require skill development to navigate the demands of the high school program. The Bridges class focuses on skill remediation and content curriculum led by a learning specialist. 9<sup>th</sup> grade students are enrolled in the Bridges program for some students who may need help in the transition from 8<sup>th</sup> to 9<sup>th</sup> grade. Older students are enrolled in Bridges to help students develop the academic skills necessary to reach high school graduation requirements.

## **KEA (Keys to Emotional Awareness):**

Therapeutic Support Program helps emotionally fragile students develop coping strategies to be better able to deal with academic, social and emotional situations on a daily basis.

## **HILLSIDE**

The Hillside Program is an alternative high school program. Hillside is appropriate for students who perform best in a small, highly structured setting with a high staff to student ratio. The instructional staff consists of teachers with content area specialization and expertise in special education instructional strategies and techniques. Opportunities to matriculate in specific courses at Fox Lane High School, enroll in BOCES Tech Programs, and participate in after school sports and

extracurricular activities are reviewed on an individualized basis. The program is supported by a full time social worker and psychologist and a part time guidance counselor. Students receive individual and small group counseling as needed.

## **STUDENT GOVERNMENT AND ACTIVITIES**

At Fox Lane High School we believe that extracurricular activities support the growth and development of the whole student. Students learn time management skills in addition to other useful skills, such as effective collaboration and long-term planning. Additionally, Student Government and clubs provide students with the opportunity to learn policy and business procedures including how to manage funds and create proposals. From students' participation and leadership within a government organization or club, students develop a greater sense of commitment, responsibility, and connection to peers and the school community.

### **STUDENT GOVERNMENT:**

The purpose of the Student Government is to represent the rights and opinions of the student body in a manner consistent with the mission and honor code of Fox Lane High School, to provide for appropriate student activities, and to join with the faculty, staff, and administrators of the school in building a stronger, more effective living and learning community. Our Student Government consists of two parts: Student Government Association and Student Union. Any students interested in serving on the Student Government Association or Student Union should see Ms. Emery.

### **STUDENT GOVERNMENT ASSOCIATION (SGA)**

The SGA is a group of elected students. This organization includes our two Student Representatives to the Board of Education and is also represented by students in all four grades. The SGA is committed to maintaining a membership that is reflective of our entire student body. The SGA meets regularly and addresses issues of school culture, governance, and student affairs. Additionally, the students in the SGA manage funds which provide support for school ventures, initiatives, and special projects.

### **STUDENT UNION**

Elected members of the Student Union promote and coordinate school wide activities at Fox Lane High School, encourage student involvement in school life, and facilitate student-led activities. Student Union works in collaboration with individual classes and is responsible for leading school spirit events, including homecoming, pep rallies, dances, school blood drives, etc. Student Union is represented by students in all four grades and is committed to maintaining a membership that represents our entire student body. Students who wish to serve are welcome to become a part of the Student Union. The Student Union elects from its membership officers to lead the club each year.

### **ACTIVITIES AND CLUBS**

In accordance with the Bedford Central School District's vision of "Inspiring and Challenging Our Students," we believe in offering opportunities and experiences for our students to explore both in and out of the classroom. Our high school clubs strive to meet the varied needs and interests of our student body. New club ideas are initiated by students and all clubs are student-run and supported by a faculty advisor.

Academic Challengers  
AFS Club  
Anime and Film Club

Art Club  
AVID  
Book Club

Bridges to Community  
Chamber Choir  
Chess Club

Clay Club  
Commoners  
Acapella/ Foxappella  
Cooking Club  
C.O.R.E./Wellness  
Computer Science Club  
Creative Writing  
Cycle for Survival  
Fashion and Design Club  
Filmmaking Club  
Fire and Ice  
Fox Lane Animal Activist Club  
Fox Lane Climbers  
Fox Lane Players  
French Club  
Future Business Leaders of America  
Garden and Sustainability  
Gender, Race and Sexuality Alliance

Girls Inc.  
Girls Who Code  
Girls STEM  
Habitat for Humanity  
Hand in Hand  
Hillside Student Activities  
Hillside Yearbook  
Human Right Activists Club  
Instrumental Coaching  
International Dance Club  
Italian Club  
JAM Club  
Jazz Band  
Language Club  
Maker Club  
Mathletes  
Model Congress  
Music Club  
National Art Honor Society  
National Honor Society  
Operation Smile

Parliamentary Debate Club  
Pep Band  
Philosophy Club  
Photography Club  
Puente  
Robotics  
Rock Ensemble  
Science Olympiad  
Science Research  
Sinfonia  
Spanish Club  
Student Athletic Club  
Ultimate Frisbee Club  
Vocal Coach  
Yearbook  
Young Democrats and Republicans  
Youth in Action

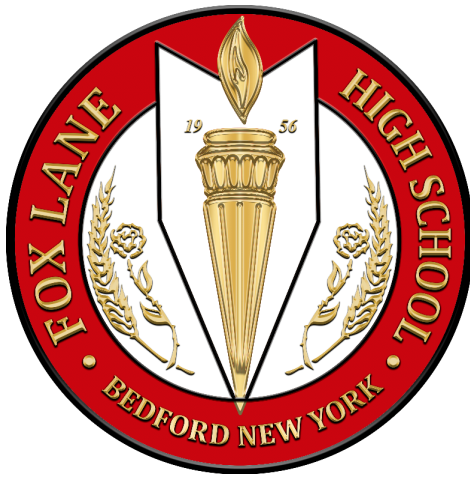
## **BOCES TECH CENTER**

The Tech Center offers a unique opportunity to gain employable skills and in some cases college credits while students are in high school. Training and skill development is accomplished on the latest equipment including computer literacy for each occupational area. An application is required. Students may come to the Tech Center for part of the school day and still be able to take required courses at the high school. Students are also able to participate in extracurricular activities, including athletics at the high school.

**Listed below are some of the Tech Center courses open to high school students.**

Advertising Art & Design	Construction Technology	Office Skills
Animation & Motion Graphics	Cosmetology	Plumbing
Architectural Design	Culinary Arts	Retail Services
Auto Body	Fashion & Design & Merchandising	Small Engine Technology
Auto Mechanics	Heating/Vent/AC	Sports Medicine
Baking & Pastry Arts	Law Enforcement	Telecommunications Tech
Carpentry	Masonry	TV Production
Child Development & Education	Medical Assistant	Urban Forestry/Arboriculture
Computer Graphics	Microcomputer Technology	Vet Tech
Construction Electricity	Nurse Aide/Home Health Aide	Welding





**FOX LANE HIGH SCHOOL**

**BEDFORD, NEW YORK**