

**Archbishop Molloy  
High School**



**Course Catalog  
2024-2025**

**ARCHBISHOP MOLLOY HIGH SCHOOL**  
**83-53 Manton Street**  
**Briarwood, NY 11435**

January, 2024

Dear Parents/Guardians,

I am pleased to present Archbishop Molloy High School's course catalog for the 2024-2025 school year. While changes may be made to the catalog throughout the year, this represents the most complete and most accurate information available to date.

For the 2024-25 school year, students will use our student information system, [Blackbaud](#), to make their course requests. Students should begin to research courses by reading the descriptions in this catalog, and discussing them with you as well as teachers, department chairs, peers, guidance counselors, and administrators before making final course requests. ***Please note that once requests are submitted, they cannot be altered, so please take the time to research the courses and choose wisely!*** I will be meeting with juniors in January to discuss the particulars of the course selection process for senior year, which offers a great deal of flexibility. I will meet with sophomores and freshmen in March to discuss their course selection process as well. Each grade level has unique scheduling nuances, and these will be explained at those meetings. Additional FAQ documents will be posted as necessary on our website, [molloyhs.org](http://molloyhs.org) (look under Academics >> Courses). For parents/guardians of incoming freshmen, you will receive more information about course selection at the Winter Open House for accepted students.

Please note that admission to honors and Advanced Placement (AP) courses is highly competitive and dependent on your child's average to date in the subject. ***Honors and Advanced Placement applications are reviewed by Department Chairs in consultation with the Administration, and schedule placements are final.*** This catalog contains more information about the prerequisites for each course, so please read it carefully.

Feel free to contact me with any questions you may have about the scheduling process. You may also reach out to your child's guidance counselor as well. Thank you for all you do to facilitate your child's success in school.

Sincerely,

*D. C. Flynn*

D. C. Flynn, Ph.D.

Assistant Principal for Academics – Scheduling & Strategic Innovation

## Mission Statement

*Archbishop Molloy High School is a Marist Catholic school which fosters an exemplary education in mind, body, and spirit for a diverse college-bound population. Molloy offers a unique, challenging, and comprehensive program of instruction, guidance, and activities. Here, individuals recognize their self-worth and develop a lifetime of Christian values, critical thinking, leadership skills, and service to others.*

## General Scheduling Policies

Students, please read this booklet carefully. Discuss your course options with your parents, teachers, and counselors, keeping in mind your interests and ability, your college plans, and your career plans. While guidelines and prerequisites have been included in this booklet, the ultimate responsibility in choosing appropriate courses lies with you.

The school's schedule is built around students' requests. Therefore, the courses you choose in [Blackbaud](#) are binding, and you cannot change course requests once your schedule has been constructed. **Once the schedule is set, it can only be altered under extraordinary circumstances and a fee of \$50 will be assessed to make a change, providing it is approved.** Additionally, please note that a request for a specific teacher cannot be honored.

Most honors and Advanced Placement (AP) courses carry prerequisites. Please review the prerequisites before applying for courses. Admission to junior and sophomore honors and AP courses is highly competitive and selective because enrollment is limited. Ordinarily, students with the highest grades and strongest teacher recommendations are accepted. Specific cut-off grades vary depending on the subject averages of students who request each course. *Once an honors or AP section is filled with the most academically qualified students, no other students may be added, and no student who has committed to an honors or AP class may be transferred out of it.* Questions about why you were not accepted into an advanced course you applied for should be addressed to the department chairperson. The Administration reserves the right to make the final decision on course placement.

Please note that placement in courses is contingent upon successful completion of the prerequisite course(s). If a student's average drops significantly after placement decisions are made, the student may be removed from an advanced course in the following year. Final placement decisions are made by the department chairperson in consultation with the Administration.

## Advanced Placement (AP) Courses

Most AP courses are senior year courses, but some are offered in junior and sophomore years. AP courses are much more intensive and require significantly more time and effort than regular academic offerings. Taking the course does not guarantee college credit, which is awarded based on the AP exam given in May and administered by the College Board. *Students enrolled in an AP course must take the AP exam in that subject.* The fee for *each* AP exam is \$99 (in 2025). You should take AP fees into consideration when selecting these courses.

## Dual Enrollment/Extension Courses for College Credit

Some junior and senior level courses may be taken for college credit from St. John's University, Seton Hall University, SUNY Albany, or LIU/CW Post. Upon successful completion of these courses, qualified students will receive a letter grade on the college's transcript, which may be transferred to the college you wish to attend. Colleges charge fees ranging from \$290 to \$400 per course each semester for these credits (which is subject to change), may impose eligibility criteria for students seeking credit, and may limit the number of credit-bearing courses a student may take. Cost and course offerings are subject to change prior to the registration date.

Keep in mind that not all colleges will accept credits from another university, so it is best to consult the Admissions offices of colleges you may be applying to so that you can learn their policies regarding these courses before you make your course selection. Always choose your classes based on your college plans, career interests, academic ability, and academic interest. The possibility of college credit, while an important factor, should never be the sole reason for selecting a course.

In 2024-2025, it is projected that the following courses will offer college credits:

- *From St. John's University:* Anatomy & Physiology, AP English Language, Calculus 1, College Chemistry 1 Honors, College Chemistry 2 Honors, Criminal Justice, Language, the World, and Us, Pre-Calculus, Scholars Calculus 2, Scholars French 4A, Scholars Italian 4A, Scholars Italian 4B, Scholars Spanish 4A, Scholars Spanish 4B, and Statistics
- *From Seton Hall University:* Birth, Death, & Afterlife and Physics Honors (juniors only)
- *From LIU/CW Post:* Computer Science 110 Honors, Scholars Introduction to Artificial Intelligence, Scholars Robotics, and Scholars Virtual Enterprise
- *From SUNY Albany:* Science Research 10 Honors and Science Research 11/12 Honors

*AP Courses vs. Dual Enrollment Courses – Which is right for you?* For admission to AP courses, you must meet certain academic criteria. They are generally more challenging and are less expensive than dual enrollment courses (\$99 versus over \$300). It is harder to earn college credit since you must pass the AP exam; however, AP credit is more widely accepted by colleges. Dual enrollment courses have fewer admission requirements. It is easier to earn college credit since all that is required is passing the course with a certain average, however, the credit may not be as widely accepted as AP credit is. For more information on dual enrollment courses, please contact [Mrs. Cuomo](#), Assistant Principal.

## Graduation Requirements

Religion – 2.0 credits; English – 4.0 credits; Mathematics – 3.0 credits; Social Studies – 4.0 credits; World Languages – 3.0 credits; Science – 3.0 credits; Health Education – 0.5 credit; Computer Science – 0.5 credit; Fine Arts & Music – 1.0 credit; Physical Education – 2.0 credits; Electives – 2.0 credits

To be eligible for an Archbishop Molloy High School diploma, you must accumulate **25.0 academic credits**. These requirements align to and exceed the requirements set forth by the NY State Department of Education (NYSED).

## Weighted Averages

Averages are weighted to reflect both the duration of a course and its level of difficulty so that your average accurately reflects the work that each course entails. Honors courses receive a weight of 1.05 when calculated in the overall GPA, and AP courses, Pre-AP courses, and Algebra 2/Pre-Calculus Honors receive a weight of 1.07. This helps to ensure that students in honors and AP courses receive appropriate recognition when applying to college.

Some examples:

- Religion 9 (0.5 credit) meets every other day. A grade of 90% adds 45 ( $90 \times 0.5$ ) to the sum and 0.5 to the divisor in calculating the overall average.
- English 10 Honors (1.0 credit) is an honors course that meets every day. A grade of 90% adds 94.5 ( $90 \times 1.05$ ) to the sum and 1.0 to the divisor in calculating the overall average.

A one semester course that meets every day, such as Economics, Studio in Art, or Music Appreciation, computes a grade of 90% by adding 90 points to the sum and 1.0 to the divisor for the average *within a given marking period*, since it met just as often as a full year course within that marking period. But in the last column of the report card, an overall grade of 90% for the course adds 45 ( $90 \times 0.5$ ) to the sum and 0.5 to the divisor, since the course only met half as often as a full year course.

## Incoming Freshman (8<sup>th</sup> Graders who are Accepted & Registered)

A standard freshmen course load includes Religion 9, English 9, Algebra 1, Global History & Geography 1, a world language, Biology, Introduction to Computer Science, Music Appreciation, and Physical Education. After you have paid your registration and technology fees, you will be given a course request survey to complete, giving you an opportunity to further customize your schedule. You will receive more information in March about this survey from the Office of Admissions.

Incoming freshmen must choose a world language that they will commit to studying for three years – Spanish, French, or Italian. You will be asked to make a 1<sup>st</sup> and 2<sup>nd</sup> choice.

While most incoming freshmen take Music Appreciation, those with a musical background may request Music Theory, and those interested in vocal performance may request Chorus. All freshmen who wish to be in the Band must take Music Theory.

Incoming freshmen are invited into honors classes in English 9, Global History & Geography 1, Biology, and Algebra 1 based on a combination of their junior high school marks and TACHS entrance exam scores at the time of acceptance. Acceptance into honors classes will be stated in your acceptance letter, which is sent in mid-January. Students who are accepted into Molloy *after* the standard timeline *may not* be considered for honors as those spaces in honors classes are filled up by students who apply during the standard timeline. In addition, all registration and technology fees must be paid by the stated deadlines, otherwise honors seats will be given to the next most qualified student.

Incoming freshmen who take accelerated courses in 8<sup>th</sup> grade *may* have opportunities to accelerate their course of study. A detailed explanation of our policy regarding acceleration can be found on pg. 6-7 of this document.

## Acceleration Information for Incoming Students

Archbishop Molloy High School strongly believes in the importance of building foundational skills, which are critical for future success in upper-level courses. We recognize that many students take accelerated coursework in junior high school for a multitude of reasons, and the rigor of that instruction varies from school to school. To ensure students have sufficiently mastered course content to be considered for acceleration, we have established the following minimum criteria for consideration:

| <b><u>*Course &amp; Regents/Proficiency Exam Taken in Junior High School</u></b> | <b><u>Course to be Placed In for 9th Grade</u></b> | <b><u>*Minimum Criteria for Consideration</u></b>   |
|--|--|---|
| Algebra I  | Advanced Algebra & Applications Honors             | Course Grade: 90's<br>Regents Exam Grade: 80's<br>TACHS Math (Local %ile): 80's   |
| Algebra I  | Geometry or Geometry Honors                        | Course Grade: 90's<br>Regents Exam Grade: High 80's<br>TACHS Math (Local %ile): High 80's   |
| Geometry & Algebra I   | Algebra 2 Honors                                   | Course Grade: High 90's<br>Regents Exam Grade: High 80's<br>TACHS Math (Local %ile): High 80's<br><i>[Students must meet this criteria for both Geometry &amp; Algebra I]</i> |
| Living Environment   | Advanced Life Science Honors                       | Course Grade: 90's<br>Regents Exam Grade: 80's  |
| Living Environment   | Chemistry Honors                                   | Course Grade: High 90's<br>Regents Exam Grade: 90's<br><i>[Students must also meet the criteria for Algebra I listed above]</i>   |
| Spanish 1  | Spanish 2  | Course Grade: 90's<br>**Proficiency Exam Grade: 80's  |
| French 1   | French 2   | Course Grade: 90's<br>**Proficiency Exam Grade: 80's  |
| Italian 1  | Italian 2  | Course Grade: 90's<br>**Proficiency Exam Grade: 80's  |
| Earth Science  | ***N/A (this affects your junior year schedule)    | Course Grade: 90's<br>Regents Exam Grade: 80's  |
| US History   | ***N/A (this affects your junior year schedule)    | Course Grade: 90's<br>Regents Exam Grade: 80's  |

(see Acceleration Notes on next page for more information)

### **Acceleration Notes:**

\* The stated minimum criteria are for *consideration*, and do not guarantee admission into these courses.

\* To be considered for accelerated placement, all documentation of course and Regents/Proficiency Exam completion must be uploaded by a parent/guardian to our [8th Grade Acceleration Reporting Form for Regents and Proficiency Exams](#) no later than Wednesday, June 26, 2024 (this is the same day as the last day of school for the NYC Public Schools, so all families should receive final course marks and Regents grades by that day). Families that do not send in the documentation by the deadline or families that register late will not be considered for acceleration.

\* Acceptable documentation is a PDF attachment of a report card or transcript with the school's name on it that clearly shows that the minimum criteria have been satisfied, OR a PDF attachment of a letter on school stationery that clearly shows the minimum criteria has been satisfied and is signed by a school official. Screenshots from websites (e.g., FACTS, Jupiter Grades, NYCSA Parent Portal, etc.) embedded within an email will NOT be accepted.

\* On the documentation you provide, the course must clearly be labeled as a Regents-level course and not a standard 8<sup>th</sup> grade course (e.g., Algebra 1 instead of Math 8, Living Environment instead of Science 8).

\*\* For world languages, a Proficiency Test aligned to the Checkpoint A NYS LOTE Standards will be considered. If your junior high school does not offer this exam, then you may take Molloy's World Language Placement Exam, which will be offered Wednesday, May XX, 2023 at 2:45 PM. Only students who are accepted, register, and pay all fees by the stated admissions deadlines may sit for the Placement Exam. Students who are admitted to Molloy after this time or register late do not qualify for language acceleration.

\*\*\* All 9<sup>th</sup> grade students will take some form of Biology (or Chemistry Honors as a rare exception). If your Earth Science coursework & Regents exam in 8<sup>th</sup> grade are accepted for credit, you must take some form of Physics in 11<sup>th</sup> grade.

\*\*\* All 9<sup>th</sup> grade students will take some form of Global History & Geography 1. If your US History coursework & Regents exam in 8<sup>th</sup> grade are accepted for credit, you may take AP US History in 11<sup>th</sup> grade providing you are accepted into the course during the Spring of 10<sup>th</sup> grade. Otherwise, you will take a semester of a Government-type course and a semester of an Economics-type course in 11<sup>th</sup> grade, which are normally taken in 12<sup>th</sup> grade.

### **Current Freshmen (Rising Sophomores)**

Current freshmen selecting courses for sophomore year may apply for honors classes in English 10, Global History & Geography 2, Chemistry, Geometry, or Spanish. AP World History is also available for exemplary performance in social studies. Freshmen may apply for Sophomore Chorus in place of Studio in Art. Freshmen taking Geometry or Geometry Honors may apply for Algebra 2 Honors as sophomores. Freshmen taking Chemistry Honors may apply for Physics Honors as sophomores. Band and Quantum Computing are available as additional courses before/after the school day. Computer Science 110 Honors/Advanced Computer Graphics and Science Research 10 Honors are scheduled during the school day, which will require you to take another course (such as Health) virtually.

### **Current Sophomores (Rising Juniors)**

Current sophomores selecting courses for junior year may apply for honors courses in English, US History, and Physics. Sophomores may apply for an accelerated Algebra 2/Pre-Calculus Honors class which has an additional asynchronous class component. AP English Literature and AP US History are also available for exemplary performance in English and Social Studies, respectively. Sophomores taking Algebra 2 Honors are scheduled for Pre-Calculus Honors as juniors. Sophomores taking Physics Honors may apply for senior science electives as juniors. Band, Quantum Computing, and Wind Ensemble Honors and are available as additional courses before/after the school day.

Sophomores who have an 85% overall average may also take an extra course, such as AP Computer Science Principles, AP Computer Science A, AP Psychology, AP US Government & Politics, Constitutional Law, Economics, Introduction to Business, Language, the World, and Us, Participation in Government, Public Speaking, Science Research 11/12 Honors, and Video Broadcasting. Note that these courses are available during senior year as well. Admission is based upon grades at the time of application as well as open seats not occupied by rising seniors. There are additional elective courses that do not have an overall average requirement, but they require instructor approval. These courses are Comics & Cartooning, Digital Illustration & Design, Junior/Senior Chorus Honors, Living in a Diverse Society, and Unity in a Diverse Society.

### **Current Juniors (Rising Seniors)**

Current juniors selecting courses for senior year courses must take a minimum of 5.0 credits but have a great deal of flexibility in course options. Juniors must select at least 0.5 credit in Religion, 1.0 credit in English; 0.5 credit in Government (AP US Government & Politics, Constitutional Law, or Participation in Government) and 0.5 credit in Economics (AP Microeconomics, Business & Finance, Economics, or Scholars Virtual Enterprise). The remainder of credits can be in any academic area. Some senior requirements (such as Government and Economics) can be fulfilled in junior year (see above). Regardless, all seniors must take a minimum total of 5.0 credits during senior year. Band, Drivers Education, Quantum Computing, and Wind Ensemble Honors are available as additional courses before/after the school day.

**Note: Additional scheduling details and instructions will be published for each grade level when the respective course request window opens in Blackbaud. In addition, please review the Course of Study Roadmap, located at [molloyhs.org](http://molloyhs.org) (look under Academics >> Courses), to see our entire course listing on a handy two-page document.**

### **Scholars Courses**

While there are several AP courses in senior year which have competitive admission, there are no honors courses comparable to those in other grades (the only exception is College Chemistry 1/2 Honors). As a result, certain courses have been designated as “scholars” courses. Grades for these courses carry the honors weight of 1.05 when computed into a student’s average, but admission is generally less restrictive than in typical honors classes and most are open to all. In 2024-2025, the Scholars courses are *Calculus 2*, *French 4A*, *Introduction to Artificial Intelligence*, *Italian 4A*, *Italian 4B*, *Literature of the Immigrant Experience*, *Robotics*, *Shakespeare*, *Spanish 4A*, *Spanish 4B*, and *Virtual Enterprise*.

### **Student Athletes & NCAA Requirements**

If you anticipate seeking an athletic scholarship or want to compete in college athletics at a Division I or II level, you should take courses approved by the NCAA (National Collegiate Athletic Association) to fulfill NCAA requirements: 4 years of English, 3 years of mathematics, 2 years of natural/physical science, 2 years of social studies, and 4 years of additional courses from any of these subject areas, World Language, or Religion. Typically, Molloy students fulfill these requirements within a regular schedule, but student athletes need to be especially careful of their selections in senior year since certain courses, such as Finance & Investment, Total Fitness & Wellness, and all computer science courses, are not NCAA approved. Student athletes may take them only as electives. If you plan to compete in college athletics, you should consult [Mr. McCleary](#) (Athletic Director), [Mr. Cameron](#) (Assistant Principal who acts as the NCAA liaison), or with your guidance counselor before finalizing your course selections.

## Course Descriptions

The following pages include short descriptions of the courses offered by each department. A course will be cancelled if not enough students apply. The curriculum is always evolving; the presence of a course in this document does not guarantee it will run in any given year.

### Religion

[For questions related to religion courses, please contact [Ms. Jelcic](#), Department Chair]

**Religion 9 [R09, 0.5 credit]:** This course is a general introduction to Catholicism. It deals with faith, scripture, tradition, sacraments, and morality, and acquaints beginners with the central truths and practices of the Catholic religion. Students become familiar with the prayers and liturgical life of the Church. The course is not intended to produce experts, nor is it intended to convert or proselytize. It simply familiarizes students with the central tenets of the Catholic religion in the time after Vatican Council II.

**Peer Group & Personal Growth [RPGPG, 0.25 credit]:** This is a semester course taken in sophomore year with Religion 10. One marking period, which is graded, combines principles of personal development with elements of our faith story. It deals with self-identity, self-esteem, feelings, peer pressure, and promoting faith as a gift of God that grows with maturity. The other marking period is allotted for our renowned, confidential, non-graded peer group counseling program in a small group setting with a guidance counselor and trained senior peer group leaders.

**Religion 10 [R10, 0.25 credit]:** This is a semester course taken in sophomore year with Peer Group & Personal Growth. The semester is devoted to understanding the Hebrew Scriptures with emphasis on Genesis, Exodus, and the Prophets. The combined sophomore curriculum thus weaves together the book of Scripture and the book of life.

**Religion 11 [R11, 0.5 credit]:** Juniors study two major areas: New Testament Faith and Morality. The person of Jesus in the New Testament and the question of sin and morality are explored. The first half deals with reasonable approaches to God, revelation (especially New Testament), tradition, original sin, Jesus, and evil. The second half deals with the foundations of Christian Morality and specific moral issues such as abortion, euthanasia, warfare, capital punishment, and human sexuality.

**Christian Marriage [RCM, 0.5 credit]:** This course deals with relationships, love, family and how each is an integral part of Christian faith. It explores dating, sexual morality, preparing for marriage, child rearing, and interpersonal communication.

**Ethics & Law [REL, 0.5 credit]:** This course presents a basic outline of the fundamental principles of Judeo-Christian morality in a specifically Catholic context. It examines the points where those principles intersect with law and explores how complex ethical questions are played out in our practical legal system. It includes “high profile” contemporary issues such as abortion, euthanasia, stem cell research, and same sex marriage, as well as other issues such as capital punishment. Discussions play a major role in the course, but the students are expected to read outside of class, and writing projects are an important part of the student’s learning process.

**Mary & the Saints [RMS, 0.5 credit]**: As a Marist institution, this course will give students a new way to immerse themselves in the Marist tradition and mission by exploring the role of Mary. The course will begin with a focus on the Marian Dogmas, utilizing papal documents, biblical texts, and other readings. It will then shift its emphasis on Mary's role in other religions and her portrayal in the media, through artwork and literature throughout history. From there, will explore some of the Marian apparitions to the Saints and her role and intercession in them. Finally, we will look at Saints who have venerated Mary, ending with St. Marcellin Champagnat and the founding of the Marists. Students will be assessed throughout the course through homework readings, quizzes, unit tests, a paper on the dogmas at the end of the first quarter, and a creative, reflective project at the end of the second quarter.

**Perspectives on Christianity [RPC, 0.5 credit]**: A Catholic approach to the analysis of the development of Christianity through the study of Scripture, creedal statements, theological writings, art and tradition, the influence of the Catholic Church, and the effect on Christianity and other religious traditions over its two-thousand-year history. *Three Saint John's credits are available to qualified students.*

**Social Justice [RSJ, 0.5 credit]**: In this course, students review the history of Catholic social teaching and examine the major Church documents on social justice. Contemporary social issues such as poverty, war, and environmental protection, along with methods of addressing these injustices, are discussed. Outside class, students choose from several service projects that will allow them to take the principles studied in class and put them into practice.

**World Religions [RWR, 0.5 credit]**: Drawing upon the religious traditions of the East (Hinduism, Buddhism, Confucianism, and Taoism) and the West (Christianity, Judaism, and Islam), this course addresses creation/birth stories and death/afterlife stories. It observes both the common and the unique themes that underlie all these stories. Classroom discussion flows from the ethical, psychological, and spiritual implications of these stories. Topics of discussion include: the nature of the individual; the heroic death; hope vs. faith in an afterlife.

## English

[For questions related to English courses, please contact [Ms. Winters](#), Department Chair]

**English 9 [E09, 1.0 credit]:** This course begins a four-year program designed to encourage students to become competent, clear writers and critical readers. There are four areas of concentration: composition, vocabulary, reading, and literature. Grammar is presented as an integral unit in the writing process, not just as a separate area of study. Reading is stressed, and class time is set aside for it. Literature is examined for its written style as well as for characterization, plot, conflict, and setting. Students should be reasonably proficient in writing the simple expository essay at the end of this course.

**English 9 Honors [E09H, 1.0 credit, 1.05 weight]:** The honors track follows the same curriculum as English 9 but challenges students through more intensive discussions and assignments. The pace of the course is quicker, and the number and quality of literary works covered reflect the student's higher capabilities, as do writing assignments.

**English 10 [E10, 1.0 credit]:** The course continues the four areas of concentration begun in English 9. Increased emphasis is placed on expository writing, especially in response to the 6-8 full length works studied. Grammar continues to be presented as a writing tool, not just as a separate area of study. Students are taught and encouraged to recognize thematic connections among works assigned and should begin to develop an understanding of how point of view and narrative voice affect a work of literature.

**English 10 Honors [E10H, 1.0 credit, 1.05 weight]:** The honors track follows the same curriculum as English 10 but challenges students through more intensive discussions and assignments. Students are presumed to be good writers. More emphasis is placed on critical reading of texts, students are introduced to the critical essay, and exams and discussions are geared to the student's higher capabilities.

**AP English Literature [E11X, 1.0 credit, 1.07 weight]:** Using the basic model of the English 11 Honors course, AP Literature brings greater depth to the analysis of a wide range of literature, including novels, stories, plays and poetry. More than English 11 Honors, AP Literature examines key features of authors' styles and strategies to interest, excite, and stimulate the reader. Students have varied writing opportunities, including practice for the AP exam in Literature and Composition, which all students in the course must take in May. This course is offered to juniors and is limited to 30 students, so admission is highly competitive and based on grades, teacher appraisal of student writing, participation, and overall ability.

**AP Seminar/English 11 [E11XS, 1.0 credit, 1.07 weight]:** Students will read, study, discuss, and write about a variety of literature—both fiction and nonfiction. In addition, they will learn to consider issues from multiple perspectives, identify credible sources, evaluate strengths and weaknesses of arguments, and make logical, evidence-based recommendations. Students will collaborate to identify enriching, worthwhile topics and complete both a team project and an individual paper and presentation. All AP Seminar students are required to take the AP Seminar exam and submit a final AP project in May. This is the first of two courses required for the AP Capstone Diploma. Prerequisite: Unweighted 92% average in English 10 Honors OR unweighted 96% average in English 10.

**English 11 [E11, 1.0 credit]:** With its emphasis on literature, this course takes a “genre” approach, dividing works into tragedy, comedy, and romance. Titles come from a variety of periods and nationalities. Expository essays form the basis of the student’s writing; class periods are set aside for writing and/or reading. Vocabulary is drawn from literature and grammar is self-generated from students’ papers. Students are introduced to the verbal components of standardized college entrance exams and prepare for the Comprehensive Regents Examination in English.

**English 11 Honors [E11H, 1.0 credit, 1.05 weight]:** The honors track follows the same curriculum as English 11 but challenges students through more intensive discussions and assignments. More challenging literary works are studied. Writing assignments are more extensive and discussions are geared to the student’s wider knowledge and maturity.

**AP English Language [E12X, 1.0 credit, 1.07 weight]:** This senior course approaches the study of a variety of modern and classic literature through an analysis of the author’s style. It also seeks to make students aware of their own styles as writers. This course covers novels, short stories, and non-fiction. Students have varied writing opportunities, including practice for the AP exam, which all students in the course must take in May. Prerequisite: 91% average in AP Literature OR 93% average in English 11 Honors OR 96% average in English 11. *St. John’s University credits available.*

**Creative Writing [ECW, 0.5 credit]:** Students in this course will consider themselves writers and approach both reading and written assignments through the “writer’s eye.” Students will become familiar with grammar and usage, will improve communication skills, will increase their reading comprehension, and knowledge of vocabulary. They will develop a greater appreciation for the stories and novels they read and will master several tools for analyzing, revising, and improving their own work. Students will have the opportunity to read and write short fiction, personal essays, expository essays, and poetry.

**Literature into Film [ELIF, 0.5 credit]:** This course focuses on literary works, both classical and modern, that have been adapted for the screen. Its purpose is to demonstrate to students, through a close reading of text and a close viewing and analysis of film, the differences between the printed word and the filmed image. After analyzing the strategies a writer uses to convey character, plot, setting, and theme through the written word, students will analyze how filmmakers used filming devices to convey their versions. It is important to understand that we will not simply be pointing out that there are differences between the two, but analyzing those adaptations: *What effect do the changes have on the original? What filming devices were used? Considering the different medium, why might they make these changes? Do the changes enhance the original or are they limiting the original purpose?*

**Literature, Psychology, & Gender [ELPG, 0.5 credit]:** Although psychology as a science came into being during the nineteenth century, authors have demonstrated in their poems, plays, stories, and novels astounding insight into the human psyche. With this, they have also presented many images, stereotypes, and expectations of what it means to be male or female in any given time period. In this course we will explore gender identity as it is fashioned in literature and the media. We will focus on the psychological impact of the portrayal of gender social norms as well as the conscious and unconscious effects these representations have on both the individual and society.

**Popular Literature [EPL, 0.5 credit]:** In this course, students will study literature (all forms and genres possible) that immediately jumped to and/or remained on *The New York Times* and Amazon.com bestseller lists. The course will explore why certain works captivated a wide audience at the time they were written by analyzing the literature through a sociological lens. It will ask: why was the piece so popular at the time it was published, and what does the piece's popularity say about the society that was so drawn to it?

**Practical Philosophy through Literature [EPPL, 0.5 credit]:** This course explores what literature and philosophy can teach us about stress management, expectations, and finding individual purpose. It explores real life issues that seniors face and will continue to confront in their lives. Gender, age, financial status, and relationships all color our perception of the world. Both the fiction and the philosophy studied in this course will offer students the opportunity to compare characters' struggles to their own, gain perspective on their challenges, and explore coping skills and strategies.

**Scholars Literature of the Immigrant Experience [ELIE, 0.5 credit, 1.05 weight]:** Considering works by writers of various cultures who have come to America, this course looks at the immigrant's experience in assimilating to a new homeland while attempting to retain tradition, values, and identity. What personal struggle is involved in becoming an American, and how is it depicted in fiction, memoir, poetry, essays, and drama? What is gained and what is left behind? What does the immigrant discover about him or herself and about society on the journey towards building a relationship with America?

**Scholars Shakespeare [ES, 0.5 credit, 1.05 weight]:** Shakespeare is the most influential writer of all time, as well as the most popular – plays written 400 years ago are still regularly produced and enjoyed, and hardly a year goes by without some new version of one of Shakespeare's plays on film or on local stages. This course examines the genius of Shakespeare through a variety of his plays – tragedies, comedies, histories, romances – and through the various periods of his life and career.

**Science Fiction [ESF, 0.5 credit]:** Science fiction (sci fi) writers create fiction that often imagines our own world as it might be in the future or what life might be like on different planets or in an altered reality. Such imaginings may allow writers to raise important themes about our own time and existence. This course is a traditional English course requiring reading, writing, research and presentations, but all the literature and film the course explores come from the sci fi genre.

**Theater Arts [ETA, 0.5 credit]:** This course examines theater history as well as classic and contemporary plays in terms of both literature and performance. In addition to reading plays, students will explore aspects of behind-the-scenes stagecraft including set design, lighting, sound, and music. Students will engage in improvisational exercises, alone and in groups; examine dialogue and the dynamics of character interaction; write, direct, and perform scenes; read and write drama criticism and analysis. Performance and public speaking skills will be studied. Students should be prepared to attend a Broadway or off-Broadway production at their own expense at least once during the semester. The class includes both classroom and studio work and will involve readings, screenings, discussion, and movement and participation.

## Mathematics

[For questions related to mathematics courses, please contact [Mrs. Pizzo](#), Department Chair]

**\*\*\* All mathematics courses require a TI-84 Plus CE Graphing Calculator \*\*\***

**Algebra 1 [ME, 1.0 credit]**: This course follows the Common Core Standards for Algebra 1. It introduces topics in algebra, data analysis, and probability. At the conclusion of the year, students will take the Algebra 1 Common Core Regents exam.

**Algebra 1 Honors [MEH, 1.0 credit, 1.05 weight]**: While following the same syllabus as Algebra 1, this course includes more challenging problems and covers several topics in greater depth. At the conclusion of the year, students will take the Algebra 1 Common Core Regents exam.

**Geometry [MG, 1.0 credit]**: This course follows the New York State Regents syllabus. The topics include Euclidean geometry, triangles, proofs, coordinate geometry, transformations, measurement formulas, and three-dimensional figures. Topics from Algebra will be integrated into the course. At the conclusion of the year, students will take the Geometry Regents exam.

**Geometry Honors [MGH, 1.0 credit, 1.05 weight]**: While following the same syllabus as Geometry, this course includes more challenging problems as well as additional topics. At the conclusion of the year, students will take the Geometry Regents exam.

**Algebra 2 [MR, 1.0 credit]**: This course follows the New York State Regents syllabus. It includes functions, variation and graphs, logarithms, trigonometry, quadratic relations, and probability and statistics. At the conclusion of the year, students will take the Algebra 2 Regents exam.

**Algebra 2 Honors [MRH, 1.0 credit, 1.05 weight]**: While following the same syllabus as Algebra 2, this course includes more challenging problems as well as additional topics. At the conclusion of the year, students will take the Algebra 2 Regents exam.

**Algebra 2/Pre-Calculus Honors [MRPH, 1.5 credits, 1.07 weight]**: This rigorous accelerated course allows students to complete the Algebra 2 syllabus as well as Pre-Calculus topics all in one year. The acceleration enables students to complete high school math in three years so they can elect Calculus or AP Calculus in senior year. Students will take a comprehensive Pre-Calculus exam as well as the Algebra 2 Regents exam in June. *This course has an asynchronous online component in the Fall semester in addition to meeting every day in person.*

**Pre-Calculus Honors [MPH, 1.0 credit, 1.05 weight]**: This course is for juniors who completed Algebra 2 as sophomores. It includes analytical geometry and various pre-calculus topics, preparing students for Calculus or AP Calculus as a senior elective.

**AP Calculus AB [MCAX, 1.0 credit, 1.07 weight]**: This demanding college-level course is designed for the very highly motivated math student. It covers analytic geometry, limits, continuity, derivatives, integrals, and applications of calculus. This course may lead to two or three semesters of college credit. This course meets seven times in each six-day cycle. Forty-five minutes of written homework is required each night. **Prerequisites:** 90% unweighted average in the first two quarters of Algebra 2/Pre-Calculus Honors OR Pre-Calculus Honors AND at least 85% on the Algebra 2 Regents, PLUS a strong recommendation from your current math teacher.

**AP Calculus BC [MCBX, 1.0 credit, 1.07 weight]**: This course covers the topics in AP Calculus AB and includes additional topics such as sequences and series, parametric equations, polar coordinates, and vector-valued functions. Students who wish to be considered for this highly demanding college level course should sign up for AP Calculus AB. The determination of which students qualify for BC will be made at the discretion of the department chair.

**AP Statistics [MSX, 1.0 credit, 1.07 weight]**: This hybrid course is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution, patterns and uncertainty, and data-based predictions, decisions, and conclusions. **Prerequisites:** 85% unweighted average in the first two quarters of Algebra 2/Pre-Calculus Honors OR Pre-Calculus Honors OR 88% unweighted average in the first two quarters Algebra 2 Honors OR 90% unweighted average in the first two quarters Algebra 2.

**Calculus 1 [MC1, 0.5 credit]**: This college level course in calculus is designed, in the Fall, for students now studying Algebra 2/Pre-Calculus Honors or Pre-Calculus Honors, and in the Spring, for students now studying Algebra 2 who take Pre-Calculus in the Fall of senior year. **Prerequisite:** Juniors in Algebra 2/Pre-Calculus Honors or Pre-Calculus Honors: 85% unweighted average in the first two marking periods of their current math class; Seniors taking this course in Spring of senior year: a passing grade in Pre-Calculus in the Fall is required. *Four Saint John's credits are available to qualified students.*

**College Algebra [MAC, 0.5 credit]**: This one semester course covers linear and non-linear functions, theory of equations, vectors, matrices, polar coordinates, and trigonometry. The most basic of senior math courses, it provides important background for college math courses. The course is not open to students in Algebra 2/Pre-Calculus Honors or Pre-Calculus Honors; it is open only to students who take Algebra 2 as juniors. It cannot be taken with Pre-Calculus.

**Mathematical Principles of Accounting [MBA, 0.5 credit]**: Accounting is the language and mathematics of business. This course introduces students to that language. Students will learn about the accounting cycle through data collection, analysis, and will also learn to prepare financial statements. Recommended for students who are considering a major or a career in business, the course requires a basic understanding of arithmetic, including percentage.

**Pre-Calculus [MP, 0.5 credit]**: This one semester senior course covers functions, theory of equations and inequalities, conics, vectors, matrices, exponential and logarithmic functions, and trigonometry. It provides an important background for college math courses. **Prerequisite:** For juniors presently in Algebra 2 or Algebra 2 Honors, an 85% average is required as well as a passing grade on the Algebra 2 Regents. *Three Saint John's credits are available to qualified students.*

**Scholars Calculus 2 [MC2, 0.5 credit, 1.05 weight]**: This course continues differential calculus and introduces students to integral calculus and its applications. **Prerequisite:** For seniors taking this course in Spring of senior year, a passing grade in Calculus 1 in the Fall is required. *Four Saint John's credits are available to qualified students.*

**Statistics [MS, 0.5 credit]**: This is a project-based course involving the basic concepts of probability and statistics: common distributions, statistical methods, and data analysis. Students will learn how to collect, organize, analyze, and interpret numerical information data. *Three Saint John's credits are available to qualified students.*

## Social Studies

[For questions related to social studies courses, please contact [Mr. Flemen](#), Department Chair]

**Global History & Geography 1 [HG1, 1.0 credit]**: This course is the first part of a two-year program designed to develop economic, geographic, political, historical, and sociological themes outside of North America. The course covers events from ancient civilizations to the Age of Absolutism. Greater emphasis is placed on the development of the skills required to do well on the Regents Exam at the end of sophomore year.

**Global History & Geography 1 Honors [HG1H, 1.0 credit, 1.05 weight]**: While covering the same content as the standard course, greater emphasis is placed on an in-depth approach requiring book reports, map studies, and research papers.

**Pre-AP World History [HG1X, 1.0 credit, 1.07 weight]**: This pre-college level course is the first part of a two-year program encouraging the examination of World History through major themes. This two-year course begins with the study of ancient civilizations and concludes with world events occurring during the 1600s. Admission is based on entrance examination scores.

**AP World History [HG2X, 1.0 credit, 1.07 weight]**: The second part of the AP World History course continues to cover major global themes from 1700 through the present. Students must take both the AP Exam in World History for college credit and the Global History & Geography Regents Exam upon the completion of this two-year course. Prerequisite: 86% average in Pre-AP World History OR 95% average in Global History & Geography 1 Honors OR 98% average in Global History & Geography 1 at the time of application, though these grades do not guarantee admission and are subject to change.

**Global History & Geography 2 [HG2, 1.0 credit]**: The second part of the New York State curriculum covers the major themes from the Age of Enlightenment through the contemporary post-Cold War era. Skills pertinent to the Regents curriculum are reinforced and reviewed. Sophomores take the Global History and Geography Regents examination at the end of this two-year course.

**Global History & Geography 2 Honors [HG2H, 1.0 credit, 1.05 weight]**: While covering the same content as the standard course, students will be challenged with intensive class discussions, projects, reports, and research papers. Sophomores take the Global History & Geography Regents Examination at the end of this two-year course.

**AP US History [HUX, 1.0 credit, 1.07 weight]**: This rigorous and demanding college level course covers US History from the Age of Discovery through the present. Juniors must take the AP US History Examination for college credit and the Regents examination in US History and Government. Prerequisite: 84% average in AP World History OR 92% average in Global History & Geography 2 Honors OR 96% average in Global History & Geography 2 at the time of application, though these grades do not guarantee admission and are subject to change.

**US History [HU, 1.0 credit]**: This course covers American History from discovery to the present, emphasizing the development and the functioning of the US government. Greater emphasis is placed on developing skills needed to do well on the Regents exam.

**US History Honors [HUH, 1.0 credit, 1.05 weight]**: While covering the same content as the standard course, students will be challenged with reports and research papers based upon the course content and will take the Regents examination in US History & Government.

**AP Macroeconomics [HEXA, 1.0 credit, 1.07 weight]**: The purpose of this course is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of basic economic concepts, measurements of economic performance, national income and price determination, the financial sector (including a look at the stock market), economic growth & productivity, and international economics. As a reminder, this is a college-level course, so while topics and concepts will be discussed in class, there may need to be some additional reading and research on the student's part, outside of the classroom. Prerequisite: 90% average in junior Social Studies.

**Business & Finance [HEBF, 0.5 credit]**: This combined course covers the economics requirement needed for graduation while also including the basics of personal finance and business. Students will participate in a variety of interactive activities, projects, and assessments on topics like starting a business, marketing, supply and demand, inflation, business ethics, budgeting, investing, taxes, insurance, credit, and making large purchases. This course is intended for both prospective business majors and those interested in becoming more financially literate.

**Economics [HE, 0.5 credit]**: This course offers an introduction to our free-market economy focusing on both microeconomic and macroeconomic topics. Microeconomics involves an examination of how consumer and business decisions are shaped by economic concepts and forces. Macroeconomics provides a framework for understanding how the economy functions at the national level. Theoretical concepts are taught through videos, articles, internet applications, problem solving, and document assessment. Economics is required of college majors in accounting, business, history, and political science.

**Scholars Virtual Enterprise [HEVE, 1.0 credit, 1.05 weight]**: Students in Virtual Enterprise envision and create a simulated business to prepare themselves for work in a real business environment. They build their own business from the ground up, determining the nature of the business, the needs it will fulfill, its products and services, its management and structure, and they conduct their company's daily operations. They learn how economics, marketing, product development, and finance impact business operations in a private enterprise system. Students work in teams and utilize current business software packages as well as the internet for business transactions. *Six LIU/CW Post credits are available.*

**AP US Government & Politics [HVX, 1.0 credit, 1.07 weight]**: For students who wish to exceed the one-semester Government or Constitutional Law requirement, this full year, college-level course provides an analytical perspective on government and politics in the United States. Topics include Constitutional underpinnings of the U.S. government, political parties and interest groups, public policy, civil rights, and civil liberties. Students must take the AP examination for which they may receive college credit. Prerequisite: 90% average in junior Social Studies; competitive admission as a junior elective.

**Constitutional Law [HVCL, 0.5 credit]**: This course critically assesses how constitutional principles dating back to 1789 can or cannot be applied to contemporary issues. Emphasis will be placed on the analysis of Supreme Court cases dealing with criminal justice, civil liberties, personal autonomy, free speech, and religion in the public arena.

**Participation in Government [HV, 0.5 credit]:** The society, government, and politics of America are examined in this course. The interaction of citizens and government at all levels (federal, state, and local) will be considered. The goal of the course is to encourage students to participate in the democratic process.

**AP European History [HHEX, 1.0 credit, 1.07 weight]:** This course covers major topics in European history from the High Renaissance through the present. Students analyze and evaluate events through discussions, debates, short research papers, and oral presentations. Students must take the AP examination for which they may receive college credit. Prerequisite: 90% average in junior Social Studies.

**AP Psychology [HPX, 1.0 credit, 1.07 weight]:** This full-year college-level course introduces students to the systematic and scientific study of behavior and mental processes of human beings and animals. Students will be exposed to psychological principles, phenomena, and the biological components of each of the major sub-fields of psychology. They will also learn about the methods psychologists use in their practice. Students must take the AP examination for which they may receive college credit. Prerequisite: For rising seniors, 90% average in AP US History OR 92% average in US History Honors OR 95% average in US History; competitive admission as a junior elective.

**AP Research [HRX, 1.0 credit, 1.07 weight]:** This is the second course in the AP Capstone experience, and it allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. Prerequisite: Successful completion of the AP Seminar course.

**Criminal Justice [HCJ, 0.5 credit]:** This course provides an overview of the criminal justice system and its processes. It covers the framework of the system, including police, courts, and corrections. Students study concepts of crime and its impact on society, including specific topics such as terrorism, identity theft, and eyewitness identification. *Three St. John's University credits are available.*

**Psychology [HP, 0.5 credit]:** This college-level general psychology course is divided into three sections: an introduction to the brain and behavior, the history of psychology and theory development, and lastly, abnormal behavior. Topics of interest such as sleep, dreaming, child development and mental health are also included, and major theories and theorists are covered. *Three Saint John's University credits are available.*

**World War II [HWW2, 0.5 credit]**: The Second World War was the deadliest and most destructive war in history. Fought on nearly every continent and involving most nations, the war unleashed the horror of modern warfare on the world and fundamentally changed relations between nations and people for generations to come. This course explores the causes, progression, and aftermath of the war from a global perspective by looking at the grand military strategies, the political challenges, and economic realities faced by the belligerent nations. Special emphasis will be placed on the personal stories of the men and women who fought, and the moral ambiguities faced by nations and individuals during the conduct of the war.

## World Languages

[For questions related to world language courses, please contact [Ms. Dupre](#), Department Chair]

**French 1 [FF1, 1.0 credit]:** This introductory course uses the communicative approach. The focus is on listening comprehension, simple expressions, pronunciation, and the basics of grammar. Students will also have a general introduction to the culture and civilization of French-speaking regions of the world.

**Italian 1 [FI1, 1.0 credit]:** This is an introductory course in Italian vocabulary, grammar, and culture. There is emphasis on speaking, listening, reading, and writing through oral drills and practice in class with use of the iPad. There is also some discussion of contemporary Italian culture.

**Spanish 1 [FS1, 1.0 credit]:** This introductory course is taught with a communicative methodology. The emphasis is on speaking, listening comprehension, the basics of grammar, correct pronunciation, and writing, with some discussion of Spanish culture.

**French 2 [FF2, 1.0 credit]:** This course provides an expansion of vocabulary and conversational skills along with an understanding of more complex grammatical structures. There is progressive exposure to the civilization of the French-speaking world. Students have some practice in composition writing.

**Italian 2 [FI2, 1.0 credit]:** This course continues conversational practice with concentration on more complex grammatical structures, reading, listening comprehension, and writing.

**Spanish 2 [FS2, 1.0 credit]:** This course puts a strong emphasis on conversation with the teacher and other students. Vocabulary is expanded for the development of speaking, listening comprehension, writing, and reading comprehension. Verb tenses and grammar structures are included.

**Spanish 2 Honors [FS2H, 1.0 credit, 1.05 weight]:** This course develops the same skills as Spanish 2 – conversation, listening comprehension, writing, and reading – but at an advanced, accelerated pace and is recommended for students who believe they have an affinity for the study of Spanish.

**French 3 [FF3, 1.0 credit]:** This course expands communicative skills in listening comprehension, speaking, and reading. As well as being exposed to more French culture, students master more complex grammatical structures which they apply in longer dialogues.

**Italian 3 [FI3, 1.0 credit]:** The focus of this course is on fluency in written and spoken Italian, including an intense review of grammar through conversation, listening comprehension, and composition using short literary texts.

**Spanish 3 [FS3, 1.0 credit]:** This course uses a dynamic, student-centered approach to learning, including immersion, to help students gain confidence in using Spanish in everyday situations. A strong emphasis on class participation encourages student engagement as do the many opportunities to read, write and speak Spanish, building on the knowledge acquired in the two previous years.

**Spanish 3 Honors [FS3H, 1.0 credit, 1.05 weight]:** This honors course continues the practice of oral skills and the improvement of reading skills with challenging vocabulary enhancement. The development of writing skills continues through an intense review of grammar, situational conversation, and thought-provoking composition. The course is intended as a transition for students proceeding to Spanish 4A/4B in senior year.

**AP French Language [FFX, 0.5 credit, 1.07 weight]**: This course is equivalent to an intermediate level college course in French. The course is one year long. Students cultivate their understanding of French language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. Prerequisite: 90% for the first 2½ years of French

**AP Italian Language [FIX, 0.5 credit, 1.07 weight]**: This course is equivalent to an intermediate level college course in Italian. The course is one year long. Students cultivate their understanding of Italian language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. Prerequisite: 90% for the first 2½ years of Italian

**AP Spanish Language [FSXA, 0.5 credit, 1.07 weight]**: This course is equivalent to an intermediate level college course in Spanish. The course is one year long. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. Prerequisite: 90% for the first 2½ years of Spanish.

**Scholars French 4A [FF4A, 0.5 credit, 1.05 weight]**: This half-year elective course is conducted entirely in French. By the end of this course, students will be able to use their verbal skills in French acquired over the previous three years for communication on various topics, while expanding their vocabulary and reviewing the grammar needed for fluent conversation. Two French films will be studied. Various group projects include cooking a French dish and creating a video in French. Individual projects include keeping a French journal and making two presentations to the class, one involving the research of a French proverb and the other being a short speech in French on a topic of the student's choice. Prerequisite: 85% for the first 2½ years of French. *Three Saint John's credits available.*

**Scholars French 4B [FF4B, 0.5 credit, 1.05 weight]**: The course further develops conversational skills developed in Scholars French 4A. Prerequisite: A passing grade in Scholars French 4A. *Three Saint John's credits available.*

**Scholars Italian 4A [FI4A, 0.5 credit, 1.05 weight]**: This course is intended to further the development of the student's language skills, emphasizing oral and reading comprehension. It will cover a wide variety of interesting cultural topics from a range of literary and non-literary sources. Prerequisite: 85% for the first 2½ years of Italian. *Three Saint John's credits available.*

**Scholars Italian 4B [FI4B, 0.5 credit, 1.05 weight]**: The course further develops conversational skills developed in Scholars Italian 4A. Prerequisite: A passing grade in Scholars Italian 4A. *Three Saint John's credits available.*

**Scholars Spanish 4A [FS4A, 0.5 credit, 1.05 weight]**: The course develops speaking ability through conversation based upon everyday topics and readings. Expanded use of videos enrich the students' knowledge of Spanish-American culture. Prerequisite: 85% for the first 2½ years of Spanish. *Three Saint John's credits available.*

**Scholars Spanish 4B [FS4B, 0.5 credit, 1.05 weight]**: The course further develops conversational skills. It also includes a series of short stories by authors from several Spanish-speaking countries. Spanish theater and music are studied in video and audio form. Prerequisite: A passing grade in Scholars Spanish 4A. *Three Saint John's credits available.*

## Science (including Health)

[For questions related to science courses, please contact [Ms. Christie](#), Department Chair]

**Advanced Life Science Honors [SLAH, 1.0 credit, 1.05 weight]:** This advanced biology course focuses on four core areas: ecological systems, evolution, cellular systems, and genetics. It develops the important skills of technical writing and mathematical analysis so that students can make connections among the interactions that exist across biological systems. Students partake in lab work that leads to authentic data generation and analysis, and by the end of the course, they will be prepared, if they choose, to take the SAT Subject Test in Biology. This course is only open to students who score in the high 80's or better on the Living Environment Regents Exam while they are in middle school.

**Biology [SL, 1.0 credit]:** This Regents course in general biology includes the unity and diversity of all living creatures, maintenance processes in living organisms, human physiology, plant and animal reproduction and development, evolution, genetics, and ecology. Lab work develops basic skills to observe and record data and handle equipment.

**Biology Honors [SLH, 1.0 credit, 1.05 weight]:** This course includes extended areas of the Regents syllabus, as well as biochemistry, the immune system, and molecular genetics.

**Chemistry [SC, 1.0 credit]:** This Regents course includes matter and energy, atomic structure, bonding, periodicity, mathematics of chemistry, kinetics and equilibrium, acids and bases, electrochemistry, nuclear chemistry, and organic chemistry. Lab skills include handling chemical apparatus, compounds, and solutions.

**Chemistry Honors [SCH, 1.0 credit, 1.05 weight]:** This course includes all Regents topics above, as well as electron orbitals, Dalton's law of partial pressures, coordinate covalent bonding, advanced stoichiometry, and equilibrium constants.

**Science Research 10 Honors [SR10H, 0.5 credit, 1.05 weight]:** This three-year program offers select students the ability to complete a research project suitable for submission to science competitions. High-achieving students will apply during their freshman year for this program. In sophomore year, students conduct library and online research to find out what has already been done and to devise an original project. The course continues as Science Research 11/12 Honors in junior and senior years. Students will be evaluated at the end of sophomore year to determine if they can continue in the program. The course meets after school at least twice a week and carries an additional non-refundable fee of \$300. Prerequisite: 95% average in the first three marking periods of Biology is necessary for consideration for admission. All candidates will go through an interview process, as space is very limited.

**Health [SH, 0.5 credit]:** This required semester-long sophomore course includes physical fitness, nutrition, tobacco, alcohol and drug abuse, sexuality and family life, communicable diseases, including AIDS and sexually transmitted diseases, and mental health.

**AP Environmental Science [SESX, 1.0 credit, 1.07 weight]**: This is an interdisciplinary, college-level science course for juniors that weaves together the fields of biology, chemistry, and earth science to evaluate factors that influence ecosystems and biomes. Using a scientific approach, environmental issues will be analyzed and potential solutions will be explored. This course is designed for the student interested in pursuing environmental studies, political science, economics or related subjects in college and are hoping to satisfy a college science requirement. Selecting this course precludes a student from taking any of Molloy's physics classes, due to scheduling constraints. As a result, this class is not recommended for those looking to enter a medical or engineering program in college. Prerequisites: 85% in sophomore science, math, AND English courses.

**Conceptual Physics [SPC, 1.0 credit]**: This non-Regents course includes the fundamentals of the Physics Honors course. This course is designed to give students more hands-on opportunities for students to learn important physics concepts. Students who register for this course will not be eligible for AP Physics as seniors and will not earn Regents credit for Physics but rather take a final examination in class.

**Earth Science [SE, 1.0 credit]**: This Regents course investigates the earth's position in the solar system, the earth's energy budget illustrated in natural cycles, geology, landscape development, and environmental change. This course is open to all juniors and is recommended especially for those who do not qualify for Physics Honors but want a Regents Science in junior year. Selected sophomores may take the course by invitation.

**Physics Honors [SPH, 1.0 credit, 1.05 weight]**: This Regents course includes mechanics, energy, electricity and magnetism, wave phenomena, and modern physics as well as additional topics at the teacher's discretion to prepare for the Physics Regents. It is recommended that students with 85% in Chemistry at mid-year or 80% in Chemistry Honors AND 80% in a sophomore math course at mid-year OR 75% in a sophomore honors math course request Physics Honors. All other juniors should choose between Conceptual Physics and Earth Science. *Three Seton Hall University credits available.*

**Science Research 11/12 Honors [SR1112H, 0.5 credit, 1.05 weight]**: This course is the continuation of Science Research 10 Honors from sophomore year. In junior year, students carry out the project they proposed during sophomore year, which is usually done at a college, hospital, or research facility under the guidance of a mentor. In senior year, students present their project at a minimum of one prestigious science competition, such as the Terra NYC STEM Fair, Regeneron, and the International Science and Engineering Fair. Students will be reevaluated after junior year to determine if their work is of sufficient quality to continue in senior year. In junior and senior years, the course runs every other day and carries no additional fee. This course cannot be taken by juniors with other elective courses or by seniors taking Art or Chorus. *A combined total of 12 SUNY Albany credits available throughout the entire program (4 credits in Grade 11, 4 credits in Grade 12, and 4 credits in summer coursework preceding these grades).*

**Anatomy & Physiology [SAP, 0.5 credit]**: This course includes a detailed study of the human body, its structure, and its functions. It studies the skin, skeletal, muscular, nervous, hormonal, digestive, respiratory, excretory, and reproductive systems. *Three St. John's University credits are available.*

**AP Biology [SBX, 1.0 credit, 1.07 weight]**: This course covers molecular and cellular biology, the study of living organisms, and the study of living populations through genetics, evolution, ecology, and behavior. This course is the equivalent of most college general biology courses. It serves both those who plan to major in science fields like medicine or pharmacy and those who wish to complete their college science requirements. Students will take the AP Biology test in May. Prerequisites: 90% in Biology Honors OR 93% in Biology AND 85% in either Chemistry Honors or Chemistry.

**AP Chemistry [SCX, 1.0 credit, 1.07 weight]:** This course is a comprehensive survey of all the topics traditionally included in a first-year college chemistry course. It includes in depth study of the concepts of stoichiometry, bonding, trends on the Periodic Table, acids and bases, redox reactions, nuclear chemistry, thermochemistry, electrochemistry, chemical kinetics and equilibrium, and some organic chemistry. The laboratory component will offer excellent training in investigating the properties of matter, as well as the use of the scientific method of inquiry. This is the highest-level chemistry course offered, and as such, admission is limited. Students will take the AP Chemistry exam in May. This course is appropriate for future science majors as well as those who would like to study pharmacy, medicine, or engineering in college. Prerequisites: 93% in Chemistry OR 90% in Chemistry Honors AND 90% in Pre-Calculus Honors OR Algebra 2/Pre-Calculus Honors, OR 93% in Algebra 2.

**AP Physics 1 [SP1X, 1.0 credit, 1.07 weight]:** This rigorous course is a comprehensive study of some of the topics traditionally included in a first-year college physics class. It includes an in-depth analysis of the concepts of Newtonian Physics (including rotational dynamics and angular momentum), work, energy, and power, mechanical waves, and sound. It also includes electric circuits and other topics at the teacher's discretion. Students will take the AP Physics test in May. The laboratory component will investigate these topics through the scientific method. The course requires completion of assigned work in the summer before the course begins. This is the highest-level physics course offered and, as such, admission is limited. This course is most appropriate for future science or engineering majors. Prerequisites: 90% in the first two quarters of Physics Honors AND 90% average in the first two quarters of junior math.

**College Chemistry 1 Honors [SCC1H, 0.5 credit, 1.05 weight]:** Building on the skills acquired in Regents- level Chemistry, this semester course explores the fundamental principles and concepts of contemporary chemistry in greater depth. Students will examine quantum theory, stoichiometry, thermochemistry, chemical bond theory, and the Periodic Table. In the laboratory component of the course, students will sharpen their qualitative and quantitative analytical skills. This course provides future college science majors with a solid foundation for advanced chemistry courses and may help fulfill the college science requirement for non-science majors. This course is not open to students in AP Chemistry. Prerequisites: 85% average in Chemistry AND 85% in both sophomore and junior math. *Five Saint John's credits available.*

**College Chemistry 2 Honors [SCC2H, 0.5 credit, 1.05 weight]:** This course continues to explore the principles of contemporary chemistry with emphasis in the areas of solution chemistry, kinetics, equilibrium, thermodynamics, and electrochemistry. The laboratory component will further sharpen students' skills and provide techniques for more advanced work. Prerequisite: A passing grade in College Chemistry 1 Honors in the Fall is required. *Five Saint John's credits available.*

**Environmental Science [SES, 0.5 credit]:** What will our environment be like in ten, twenty, or fifty years? Are global warming and pollution clear and present dangers? How will we manage population growth and waste disposal? What sources of energy will best feed increasing demands? What political measures can be taken to ensure a safe and healthy environment and what economic effect might these policies have? What impact will environmental change have on our society, culture, and daily lives? This course, which combines elements of politics, economics, and sociology, explores these questions as it considers the interconnectedness of the physical and chemical world. It includes at least one field trip.

**Forensic Science [SFS, 0.5 credit]**: The goal of this course is to apply the scientific method and techniques to the investigation of criminal evidence. Students will learn how scientists search for and analyze physical or chemical evidence to either establish or exclude an association among suspects, crime scenes, and victims. Special emphasis will be placed upon the analysis of DNA, fingerprints, blood and body fluids, hair and fiber, ballistics, toxicology, as well as work in microscopy and spectroscopy.

**Marine Biology [SMB, 0.5 credit]**: The Earth's seas are among the most mysterious environments on our planet. Approximately 60% of ocean species remain unknown to science, and humans have explored only 5% of the ocean floor. Marine Biology is at the forefront of uncovering this unfamiliar world. Its main objective is to look at marine organisms and their interactions with their environment. This course includes marine life and biology, oceanography, and the human impact on marine ecosystems. Other topics may include the destruction of coral reefs, life in the deep sea, beach and intertidal communities, and marine fish and mammals.

## Computer Science & Engineering

[For questions related to computer science courses, please contact [Mr. Touzin](#), Department Chair]

**Introduction to Computer Science [MKI, 0.5 credit]**: This required freshman course offers an introduction to computer science and programming using the Python programming language. The course emphasizes conceptual thinking and helps to develop the ability to solve problems using principles of software development, style, and testing. Topics in programming include variables, selection, iteration, data structures, and functions. Cybersecurity and digital citizenship will also be covered. The course is part of the Amazon Future Engineer program.

**Computer Science 110 Honors [MKCS, 0.5 credit, 1.05 weight]**: This half-year course for sophomores applies and extends the programming concepts of the introductory course. Fundamental constructs such as decisions, repetitions, data types, and basic collections of data (scalar values, arrays, lists and sets) will be covered. Students will understand problem deconstruction and basic modularization (functions). The language will be instructed against a background of 'traditional' problems as well as introducing how it is applied in web scraping, data visualization, machine learning, and other examples appropriate in data management domains. **Prerequisites**: 85% in Introduction to Computer Science **AND** a recommendation from your current teacher. The course is open to sophomores as an elective. *Students must register with LIU/CW Post and pay a \$290 fee for three college credits.*

**Advanced Computer Graphics [ACG, 0.5 credit]**: This project-based course provides an introduction to computer graphics algorithms in Python, 3D-design technics in CAD, and contemporary approaches in illustration and photography. Topics include ray tracing, animation, and colors using Python, 3D Design techniques and architectural design using computer-assisted design software such as TinkerCad or Rhino, and image editing and manipulation techniques in Adobe Photoshop such as typography, layering, and filters. The course is open to CS 110 Honors sophomores in lieu of Studio in Art or Sophomore Chorus.

**Fundamentals of Cybersecurity [MKFC, 0.5 credit]**: As our world becomes increasingly dependent on technology, cybersecurity emerges as a topic of growing importance. This online course covers foundational cybersecurity knowledge, encompassing networking fundamentals, software security, system administration, and the basics of cryptography and programming. The entirely web-based curriculum comprises short video tutorials, example programs, quizzes, simulations, programming exercises, and free response prompts. While not coding-intensive, students will gain proficiency in basic SQL, HTML, and JavaScript within specific contexts. The course is offered in a hybrid format, allowing students to independently engage with online content and participate in assessments or labs once per cycle. Seniors are welcome to enroll in this course as an elective.

**Machine Learning [MKML, 1.0 credit]**: This is a two-semester introductory-level course offered online by The Coding School. In addition to foundational Machine Learning (ML) topics, the course will take a unique interdisciplinary approach that will expose students to the power of ML in a multitude of subjects from art to English. The course is taught by Harvard researchers and consists of weekly lectures, labs, and homework assignments, requiring approximately 3-4 hours of work per week. Lectures are held on Sundays at 2 PM and labs are administered once per week in the afternoons. Homework help is offered on Friday afternoons by Harvard teacher assistants. **Prerequisites**: Strong Python coding skills **AND** a teacher's recommendation. The course is open to all grade levels as an elective. If taken in senior year, it does not count towards the required 5.0 credits.

**Quantum Computing [MKQC, 1.0 credit]:** This synchronous, online course is taught by MIT researchers and Oxford quantum scientists as an education-outreach initiative of the nonprofit, The Coding School. The course runs from October through May for approximately 140 hours. Students are required to watch lectures weekly and attend live labs, as well as submit weekly homework assignments. Lectures are held on Sundays at 2 PM and labs are administered once per week in the afternoons on IBM's Qiskit. Homework help is offered on Friday afternoons. Topics such as quantum physics, quantum math, and quantum programming in Python are covered. Students will have access to IBM's quantum computer simulator. The course is the equivalent of a 1-semester college level course. Prerequisites: Very strong math skills (preferably in trigonometry) AND a teacher's recommendation. The course is open to all grade levels as an elective. If taken in senior year, it does not count towards the required 5.0 credits.

**AP Computer Science A [MKXA, 1.0 credit, 1.07 weight]:** This course teaches students to design and implement computer programs that solve problems relevant to today's society, including programs in art, media, and engineering. Students learn the Java programming language to solve complex problems through hands-on experience and examples. Students learn the development and analysis of algorithms and fundamental data structures and the use of logic and formal methods. The course emphasizes both object-oriented and imperative problem solving and design. Students will take the AP Computer Science A exam and automatically enter the Amazon Future Engineer Program. Prerequisites: 85% average in AP Computer Science Principles OR Computer Science 110 Honors AND 85% average in current math course.

**AP Computer Science Principles [MKXP, 1.0 credit, 1.07 weight]:** This course is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students will learn how to program music in Python, develop apps in JavaScript, Scratch, and App Inventor. Students will also explore how computing innovations and computing systems work (including the internet), explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. The course is open to seniors and to a limited number of juniors as an elective. Students will take the AP Computer Science Principles exam and automatically enter the Amazon Future Engineer Program. Prerequisite: 80% average in current math course.

**Scholars Introduction to Artificial Intelligence [MKAI, 0.5 credit, 1.05 weight]:** This course covers the basic principles of artificial intelligence. You will learn some basic AI techniques, the problems for which they are applicable, and their limitations. The course content is organized roughly around what are often considered to be three central pillars of AI: Search, Logic, and Learning. Topics covered include basic search, heuristic search, game search, knowledge representation, logic and inference, probabilistic modeling, and machine learning algorithms. This course will cover also some important concepts related to computational thinking, machine learning, deep learning, and neural networks. You will also demonstrate AI in action with several exploratory lab projects. Students are strongly encouraged to have an 85% average in AP Computer Science Principles OR Computer Science 110 Honors OR AP Computer Science A OR Scholars Robotics. *Students must register with LIU/CW Post and pay a \$290 fee for three college credits.*

**Scholars Robotics [MKR, 0.5 credit, 1.05 weight]**: While any course in robotics tends to concentrate on electronics, this course will also focus on innovation via data science (discovery, analysis, and visualization) and factors associated with Machine Learning. The student learning experience includes a synergistic integration of computer science, control theory, electronics, and data science to manage and control complexity, uncertainty, and communication in technology-driven systems. The culmination of this class will include an independent creative student project. The course is open to seniors as an elective. *Three LIU/CW Post credits are available.*

## Fine Arts & Music

[For questions related to fine arts courses, please contact [Mr. Duplessis](#)]

[For questions related to music courses, please contact [Mr. Jones](#)]

**Freshman Chorus [UCF, 0.5 credit]**: This vocal music course meets every day for one semester. The chorus performs at the Christmas and Spring Concerts and provides music for other events and liturgies as needed. Requires a commitment to perform at all designated school events.

**Music Appreciation [UA, 0.5 credit]**: This freshman course is a study in the elements and history of music. Its aim is to assist the students in becoming people of culture, receptive to God's gifts of beauty and goodness through music. Topics include the instruments of the orchestra, melody, harmony, basic notation recognition, and a study of the history of music from the Middle Ages through the Rock Era.

**Music Theory [UT, 0.5 credit]**: This course is intended for students with some previous musical experience, either vocal or instrumental. Topics include scales, chords, intervals, transposition, ranges of instruments and voices, chord progressions and inversions. Students will write simple melodies and harmonize them. The course is required of freshman band members.

**Band [UB, 0.5 credit]**: The Archbishop Molloy Band is open by audition to students in all four years. The band meets at 7:15 AM before academic classes begin. Students rehearse and perform music of varied styles in the Concert Band and Jazz Band repertoire. The Band presents a Christmas Concert, a Spring Concert, and provides music at other school and community occasions as requested.

**Advanced Computer Graphics [ACG, 0.5 credit]**: See course description under Computer Science.

**Sophomore Chorus [UCS, 0.5 credit]**: This is the continuation of the Freshmen Chorus during sophomore year and can be taken in lieu of Studio in Art. The same expectations of Freshmen Chorus are in place for this course. While most students in this course were part Chorus in freshmen year, it may be possible to join the Chorus in sophomore year, but approval must first be obtained from Ms. Yang.

**Studio in Art [ASA, 0.5 credit]**: The semester is devoted to an introduction to art for sophomores. It includes both art history and studio experience. Drawing skills, design in two and three dimensions, and various media are included. Students are encouraged to visit art museums in the area.

**Comics & Cartooning [ACC, 0.5 credit]**: A junior or senior course that introduces students to comic book and cartoon illustration as well as story development. Students will learn and develop skills from single panel and 4-panel comic strips to creating their own characters and story in a finished comic book.

**Digital Illustration & Design [ADID, 0.5 credit]**: An introductory junior or senior course to computer-based illustration and design utilizing Adobe Illustrator and Photoshop. Students will create vector and raster graphics in a fine art approach, interpreting traditional drawing in a digital space and developing conceptual works. Students will explore digital illustration, painting, and commercial design graphics.

**Junior/Senior Chorus Honors [UCJSH, 0.5 credit, 1.05 weight]**: The course includes elements of vocal training, sight-reading, and additional aspects of music. Grades are based on what students learn in these areas and the progress they make as choral singers. Because the course meets three times per cycle for the entire year, the course cannot be taken with other junior electives or by seniors with Art or Science Research 11/12 Honors. Juniors in Algebra 2/Pre-Calculus Honors may take the course when labs end in the second semester of junior year but will complete an additional project designed by the instructor. Prerequisite: Approval must be obtained from Mr. Sheehan via an audition.

**Wind Ensemble Honors [UWEH, 0.5 credit, 1.05 weight]**: This course is comprised of more advanced wind, percussion, bass, and piano players (NYSSMA Level 4+ or equivalent). Members of the Ensemble are also committed participants of the school Band. Students perform in bi-annual school concerts, at Open House, and in at least one off-campus public performance. In addition to general band practices, Ensemble members are expected to attend additional afternoon rehearsals leading to performances or competition. Prerequisite: Approval must be obtained from Ms. Yang.

**AP Studio Art [ASAX, 1.0 credit, 1.07 weight]**: This is a year-long course for highly motivated students who are interested in taking art at the college level. The course is especially useful for students interested in applying to art schools or studying art in college, but open to anyone who has taken art classes. Students may choose to focus on **2D Art and Design** or **Drawing** in which they will focus on originality of visual voice, craftsmanship, critical thinking, creative problem-solving, and mastery of technique. The course involves assembling a portfolio and submitting it to the College Board in early May for evaluation. A portfolio is created from weekly assignments and original works based on AP themes. Prerequisite: Portfolio review by the Art Department.

## Miscellaneous

**Internship [QI\*, 0.5 credit]**: The internship allows students to work alongside a teacher of an academic subject for a semester as the supervising teacher teaches a lower-level course. Currently, internships are available in English, Mathematics, Social Studies, Science, and Spanish. Interns will have opportunities to use their subject mastery to participate in a variety of academic-related tasks to be mutually agreed upon between the intern and the supervising teacher. Tasks under the teacher's supervision may include but are not limited to leading small-group discussions, clarifying concepts for individual students, facilitating research of an advanced topic related to the class subject matter, and so on. Prerequisites: 95% average in subject area of internship AND 93% overall average AND current subject-area teacher recommendation.

**Language, the World, and Us [QLWU, 0.5 credit]**: How do words work? Together, we will discover how language and its parts – words, sounds, signs, and meanings – are formed and used. We will also learn how language is affected by culture, society, and thought. Students will better understand one another's cultures and life stories by examining dialect, accent, slang, and other unique features of language. As a class, we will investigate a student-driven essential question about language by exploring research and analyzing real-world data. Proficiency in a language other than English is helpful but not required. *Three Saint John's credits are available.* For more information, contact [Dr. Mangar](#).

**Living in a Diverse Society [QLDS, 0.5 credit]**: This course considers issues of human diversity broadly defined to include race, ethnicity, culture, nationality, religion, gender, and ability. Students will explore the contours of difference and the dynamics of diversity, privilege, and oppression in domestic and global contexts. Through an interactive media e-text platform, students will get authentic first-person accounts, up-to-date topics, and contemporary examples that immediately draw the students into real-life situations. Each topic will include discussions that shed light on the way social media impacts societal problems today.

**Mindfulness & Meditation [QMM, 0.5 credit]**: This course gives students valuable tools for managing stress and increasing productivity throughout their school years and beyond. Students will learn the practice of sitting meditation as well as how to apply mindfulness to all aspects of their lives. Reading, research assignments, and presentations will give students a wide perspective on various contemplative practices throughout the world, and a journal will enable students to record their own progress in practicing mindfulness and meditation techniques.

**Peer Group Leader [QPGL, 0.5 credit]**: Seniors are selected for this course based on their sophomore year experience in peer group, their application junior year, and a review of relevant records (grades, attendance, etc.). They must demonstrate leadership, concern for and acceptance of others, and the ability to speak truthfully about themselves. The course runs for the full school year and meets every other day. Prerequisite: Students wishing to be considered must speak to their sophomore peer group faculty member AND complete the application process prior to making senior year course requests.

**Public Speaking [QPS, 0.5 Credit]**: You need to feel confident as a public speaker because you will make presentations throughout your life – in college classes, on jobs, in volunteer settings. In this course, you will make several speeches per quarter and write critiques of your own speeches and those of your peers. Techniques include the strategic use of repetition, rhetorical questions, word selection, and the importance of body language, eye contact, voice modulation, and effective graphics.

**Total Fitness & Wellness [QTFW, 0.5 credit]:** Intended as an introductory college course, this course focuses on assisting students with effecting positive changes in their lifestyle. The course is research-based so students can dispel myths associated with exercise, nutrition, weight loss, and wellness. Topics include cardiorespiratory endurance, body composition, stress management, improving muscular strength, endurance, and flexibility, exercise and injury prevention, and addiction and substance abuse. *This course does not fulfill NCAA Science requirements but may be taken as an elective.*

**Video Broadcasting [QVB, 0.5 credit]:** This course, open to juniors and seniors, examines all aspects of a live broadcast using the school's new studio and the daily homeroom stream. Students will be trained for the off-air jobs (executive producer, sound mixer, camera operator, etc.) and rotate through all of them as the semester progresses. Students will also learn to use editing software and create and produce documentaries, short movies, and commercials promoting Molloy events to the greater Molloy community. Students will have an opportunity to anchor the morning broadcast.

**Physical Education [PE, 0.5 credit]:** Physical education includes the development of skills and knowledge of individual and team sports as well as fitness activities. This course is required as scheduled.

**Junior College Guidance [0.0 credit]:** Junior year begins an exploration of the entire process of college admissions and financial aid. Juniors meet with college guidance counselors in a large group through one of their classes, in small groups, and individually beginning in January. These sessions focus on the many facets of each process and provide opportunities to meet with college advisors to discuss further academic plans.

**Senior College Guidance [0.0 credit]:** Within the first month of school, all seniors meet with a college guidance counselor for a class exploration of college admissions, ACT and SAT tests, subject test scores, scholarships, and financial aid. The class will be supplemented by small group and individual sessions as students make their way through the college application process.

**Driver Education [0.5 credit, not applicable towards graduation]:** This elective prepares the driver for the road test with experience in traffic and expressway conditions. The in-class component includes driving principles and attitudes, insurance, mechanics, laws on drinking and driving. Registration takes place outside the scheduling process.